

# **CHILD REHABILITATION CENTER**

**Shahreen Jalal**

**06108020**

**summer 2013**

**Seminar II**

**for the degree of Bachelor of Architecture**

**Department of Architecture**

**BRAC University**

**Submission date**

**27.08.2013**

## **ACKNOWLEDGEMENT**

Abul Fazal Mahmudun Nabi (design teacher)

Imon Chowdhuree (design teacher)

Nandini Awal (design teacher)

Shakil Ahmed Shimul (design teacher)

Raju sir(professor, BRAC University)

I am also grateful to the following:

Fuad Mallik (pro VC, chairperson, Dept. Architecture, BRAC University)

Farmin Ahsan

Rakibul Alam

Tamanna Ahmed

Nidalia Islam

Sayma Wahab

Tania Tanaka

Fariha

babul bhai

my parents

### **Importance of the project in local /regional/national context**

In our country orphans and other street children are neglected in all sector of our life. But they also have right to live with us. By this project this problem can be solved as a very small particular area. So socially this type of project is very necessary for rights of these children.

With the Rehabilitation Center the children will not only have a safe place to stay and sleep, a place to have regular meals, become educated, get vocational skills training to become self-reliant etc. but also will the center be a place for the them where they can feel important through care. Caring about street children is very important as the care they will receive will help them to improve their self-confidence and become strong and independent in the society. They will not feel inferior, they will start believing they are also part of society, if they get proper education and different categories of vocational trainings, this will increase their confidence to head forward for a far better living on their own. They can also be participators socially, politically and economically.

## **ABSTRACT**

Children are the future of our countries. Social, economical and political development of this country depends on their developments. Beside children who are growing up with proper facilities, the unprivileged children should be given the facilities but providing rehabilitation center, not only for their better future, but it will also have a positive impact in the overall development of this country. This paper shows the analysis of the proper spaces required for the rehabilitation center. More emphasis on function will be given in compare to aesthetics. Since it is home for the children, emphasis to be given on external spaces equally in consideration with the internal space internal space. Children need wide open areas for their mental well being; at the same time they need intimate spaces to feel secure and safe. Thus the building needs to be situated around open spaces forming enclosure.



TABLE OF CONTENT

CHAPTER 1 INTRODUCTION OF PROJECT

1.1 : INRODUCTION.....1

1.2 PROJECT BRIEF.....2

1.3 PROJECT BACKGROUND .....3

1.4 AIMS AND OBJECTIVES.....5

1.5 STRUCTURE.....7

Chapter 2 SITE APPRAISAL

2.1 ROAD NETWORKS.....8

2.2 ZONING OF SURROUNDING AREA.....9

2.3 WIND FLOW.....10

2.4 ACCESS TO THE SITE.....11

2.6 SURROUNDING OF THE SITE.....12

2.7 TRAFFIC FLOW.....12

2.8 NOISE.....12

2.9 ECONOMIC-LAND VALUE.....13

2.10 MICRO CLIMATE.....13

2.11 UTILITY AND SERVICES.....14

2.12 FEASIBILITY OF THE SITE.....14

2.13 ABOUT GAZIPUR SHAFIPUR .....15

CHAPTER 3 LITERATURE REVIEW

3.1 WHO ARE STREET CHILDREN.....17

3.2 WHERE DO HOMELESSSSS AND SSTREET CHILDREN LIVE AROUND THE WORLD....18

3.3 WHAT IS A REHABILITATION CENTER.....18

3.4 ORGANIZATIONS WORLKGING ON REHABILITATING STREET CHILDREN .....19

3.5 CASES ON REHABILITATIONCENTER

3.5.1 WEMA CENTER.....20

3.5.2 Hamro Ghar.....30

3.5.3 KOPILA KUNJ.....37

CHAPTER 4 CONTEXTUAL ANALYSIS

4.1 STREET CHILDREN IN BANGLADESH CONTEXT.....40

4.2 THE FORCES THAT DRIVE TO BECOME STREET CHILDREN.....41

4.3 PRESENT SCENARIO OF STREET CHILDREN.....41

4.4 THEIR ESTIMATED WEEKLY EARNING.....42

4.5 DURATION OF STREET BASED WORK.....42

4.6 SHORT TERM EFFECT OF RAHABILITATING STREET CHILDREN .....43

4.7 LONG TERM EFFECT OF RAHABILITATING STREET CHILDREN.....43

CHAPTER 5 CASE STUDIES

5.1 INTRODUCTION OF CASE STUDIES.....44

5.2 SOS CHILDREN VILLAGE, BOGRA.....45

5.2.2 SOS CHILDREN’S VILLAGE ANURADHAPURA, SRILANKA.....53

5.3.3 HERMANN GMEINER SCHOOL AND SSOS YOUTH VILLAGE .....59

CHAPTER 6 PROGRAMS ANALYSIS.....67

CHAPTER 7 DESIGN PHASE

7.1 INTRODUCTION.....76

7.2 PHASE 1: DESIGN CONCEPT AND STUDIES.....76

7.3 PHASE 2: DEVELOPMENT OF BUILT FORMS.....78

7.4 PHASE 3: FINAL DESIGN.....80

BIBLIOGRAPHY

## CHAPTER 1

### 1.1 INTRODUCTION

Today's children are the future of tomorrow. Since they create the world of tomorrow, they are at the heart of social development. The future depends on how children prepare themselves to enter into the world of work. Children who are healthy, well-fed and educated grow up to be productive, innovative workers and responsible adults.

Street children are the children of the poorest people of Bangladesh. Street children live, grow up and work on the margin of society in a state of neglect and deprivation, they lack protection, education, affection, care and proper guidance from the adults. Throughout Bangladesh there are a high number of children living on the streets. It has been found that within the capital Dhaka which has high poverty levels there are over 333,920 street children and many are being or have been exposed to sexual trafficking, organized crime, drug and substance abuse, homelessness and malnutrition. Once these children are victims of any of the above it is very difficult for them to get back on track and feel safe and they are often completely alone.

## 1.2 PROJECT BRIEF

LOCATION OF PROJECT: Gazipur, Shafipur - near Ansar Academy, at the back of APEX Adelchy Industry building

TOTAL SITE AREA : 6.2 acre

CLIENT: SAJEDA FOUNDATION

address: road- 138, house-8, gulshan-1

SPONSERS : SAJEDA FOUNDATION AND

CONCERNworldwide (*Concern Worldwide is an international humanitarian*

organization dedicated to tackling poverty and suffering in the world's poorest countries.)

### 1.3 PROJECT BACKGROUND

It is the birth right for any children to have the basic needs of life – food, shelter, education, health and clothing. Therefore the children brought up in the institution will have full access to all these facilities, so that instead of growing up to be uneducated and unemployed they grow up to be successful and important asset of this society.

In 1987, SAJIDA Foundation started as a private family-funded charity with a small garage school in SAJIDA's founder's residence. By 1993, the organization evolved into a formal institution offering micro-credit to poor urban women in old Dhaka. Over the next decade the micro credit program diversified, and SAJIDA began providing a variety of loan products for its heterogeneous group of family entrepreneurs. Concurrently, SAJIDA began offering various types of social development programs. Over the years, the association with other professionals at all levels has increased significantly.

Concern Worldwide, Bangladesh, in partnership with SAJIDA have started work targeting 10,000 homeless street dwellers in places where they typically spend the night such as Kawran Bazaar, Komlapur Rail Station, Green Road, Sadar Ghat, Bangabandhu National Stadium, the open space in the Mowlana Bhashani Stadium, Highcourt and Osmani Uddan, Mirpur Mazar and other adjacent areas.

With 4,315 street dwellers - nearly half of the target group - SAJIDA started its Amrao Manush (We are Human's Too) project in March 2008. In the first year, SAJIDA provided services to 1,500 street dwellers. By December 2009, SAJIDA had extended its services to 4,315 beneficiaries. SAJIDA believed that by setting its goals by the second year, it would be possible to achieve its target over the next three years. In its first year, SAJIDA provided services in Komlapur, Kawron Bazaar and Green Road. In the second year, alongside these three areas, SAJIDA extended its services to target groups in the Mouchak area as well. SAJIDA also provided drop in center for the street children in these particular areas, where these children can get breakfast and lunch, can sleep in the afternoon, and can watch TV. Also get non-formal educational. The result of Amrao Manush project was satisfactory. But many problem arised while working with the street children. From the researches it was found that most the children were not interested to stay here for a very long period. As they were influenced by different negative forces to get involved in illegal activities.

After observing the many problems the drop-in centers are unable to overcome, SAJEDA came to decision to open a rehabilitation center for the street children, where the children will be facilitated within an area.

The aim of the institution is to collect street children, orphan children, and abandoned children and rehabilitate them.

Street children are those for whom the street (in the widest sense of the word, i.e. unoccupied dwellings, waste land etc.) more than their family has become their real home, a situation in which there is no protection, supervision, or direction from responsible adults.

## 1.4 AIMS AND OBJECTIVES

The child rehabilitation at Gazipur is suppose to be establish for providing a secure home for homeless and orphan children and also to make them educated for leading a better life in the society. Its main purpose is to make sure that the children in this institute are brought up with proper and good care and educated in a healthy playful environment under proper guidance so that they come out as good citizen of this country. Keeping these objectives as consideration, initiatives have been taken by Sajeda foundation, a local NGO, to establish the center.

☐ The aim of this institution is to provide the basic need to every child accommodate here – food, shelter education, health and clothing. Therefore the children brought up in this institution will have full access to all these facilities.

☐ Childhood of every person is said to be the most important period of life, as the future life has great influence on it. Children from birth to age 12 are said to be highly sensitive to their surroundings and personality development occurs in this period. Being exposed to unwanted environment in this time of life may have negative effect in behavior in their later life.

☐ The main purpose of this rehabilitation center is to make sure that the children in this institute are also brought up with proper and good care and education in a healthy playful environment under proper guidance, so that they never feel inferior and come out as good citizen of this country with confidence to move on in life by him/herself.

☐ Many street children suffer from psychological and psychosocial problems such as low self-esteem, loneliness, anxiety, depression, various fears, feelings of hopelessness, feeling alone and afraid and aggressive behavior all of which are often a result of poverty, violence due to the conflict, lack of parenting and sexual, physical or mental abuse.



This center will address all these problems through counseling programs. The counseling services will be served to improve the overall mental health of the street children by having them participate in individual and group counseling sessions. These children will also be provided with information and awareness about various risks such as HIV, drugs, alcohol and exploitation.

☐ The children will be given the primary and secondary level education, and complete the SSC exams following the national board of education.

☐ Non- formal education services will also be provide, as some children fails to get the primary level education in the right time.

☐ Beside this the children will also gain practical knowledge about electrical, electronics, mechanical, carpentries, and computer skill, handicrafts. These practical skills will open up wide areas for them in the professional life.

☐ The children will be also attending and learning cultural programs such as – music, dance, drama and art.

☐ The children will be brought up in a safe, secure and friendly environment, which will make sure the psychological well being of their minds and make them responsible adults.

## 1.5 STRUCTURE

The age limited of the children is one year to 17 years. The limit of the accommodation is 250 numbers of children. There will be mainly two categories of living facilities. This mainly changes on age limit.

From 1 day to 12years baby can live on mother's house. There are 10 mother houses. In each 10 children will stay under 1 mother who can take care of them. An aunt can also stay as a helping hand of the mother.

After 12 years the children shifts to the dormitories. Two dormitory blocks is to be provided. One for the boys another for the girls.

In the project there is a school. The school is mainly running on two shifts. The morning shift is junior section and day shift is senior section. Total capacity of the school is 600 students. 100s of student are coming from this center and 200s of students come from the surrounding village.

There are also vocational training center in this village. 150 students can take training from this vocational training center.

There are also 4000sft multipurpose hall, indoor game facility, administration building, teacher's quarter, staff living area and psychological treatment center.

## CHAPTER 2

### SITE APPRAISAL

#### 2.1 ROAD NETWORKS

Figure 1: APEX ADELCHY



Figure 2: ENTRANCE ROAD FROM DYING FACTORY





2.2 ZONING OF SURROUNDING AREA

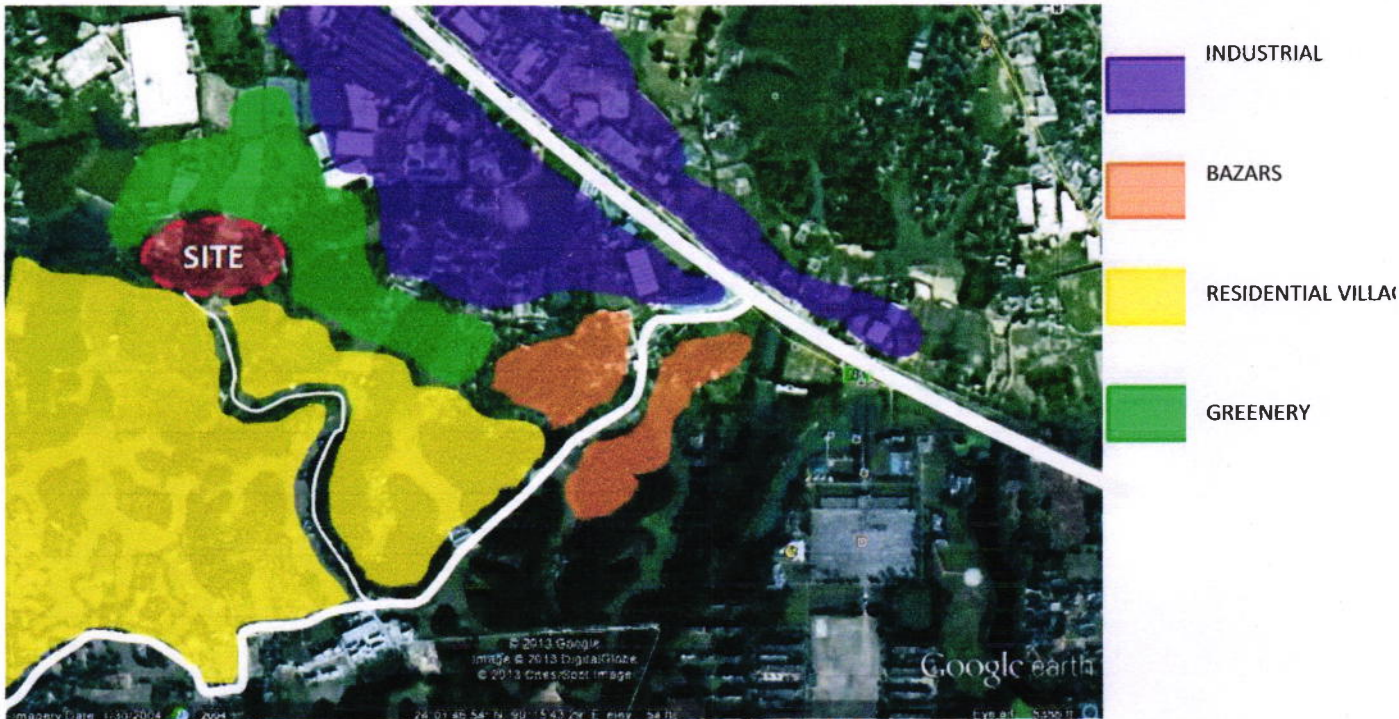


Figure3: site, photo-self



Figure4: site, photo-self



Figure5: site, photo-self

2.3 WIND FLOW



Figure 6 apex adelchy

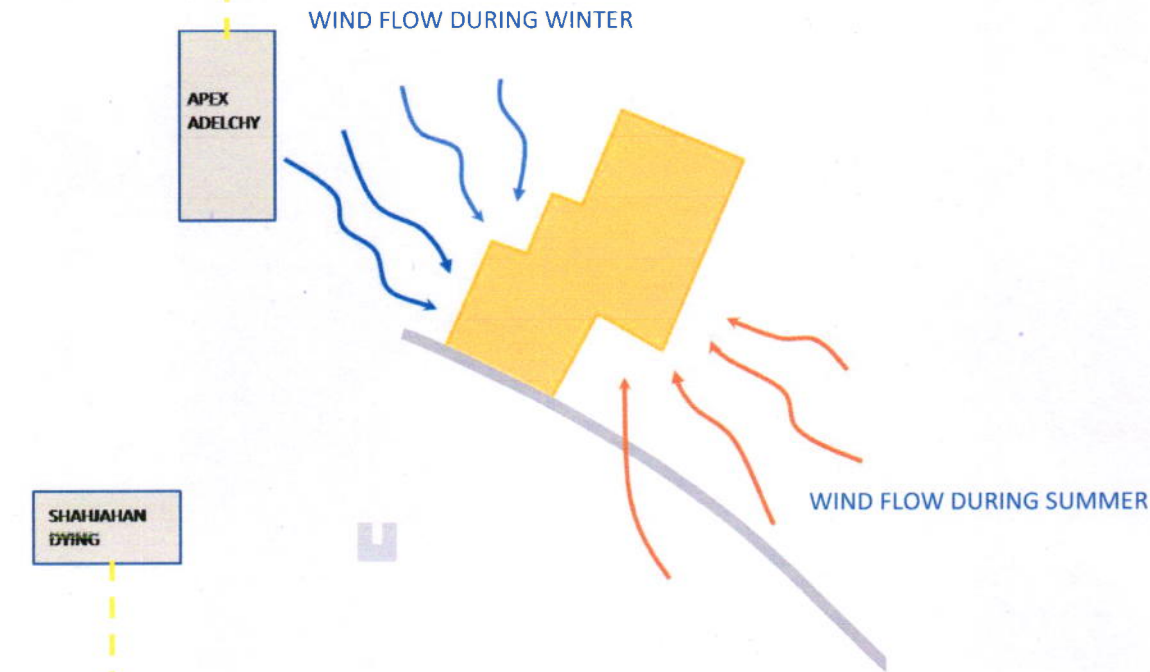


figure 7 shahjahan dying

## **2.4 ACCESS TO THE SITE**

The site is approached from the surrounding village areas of with a road of (20' wide).the main entry is from high way road to secondary road, consists of bazaars. And then to tertiary road, on both side villages. At the end of the village the site locates.

## **2.5 PHYSICAL FEATURES**

### **Topography:**

The site is almost a flat land. The surrounding of the site is also unbuilt open land, apparently using for cultivating purposes

### **Vegetation:**

There are lots of trees in the site surrounding, as no built form are there yet. So, existing trees are enough and there is no important tree that can force the design consideration.

### **Views:**

The south, east and west view is beautiful, as the these three sides are full of greenery. On the west side locates the Apex industrial building.

### **Soil condition:**

The soil condition of the site is fairly good and the bearing capacity is high enough to construct 4/5 Storied buildings.

## **2.6 SURROUNDING OF THE SITE**

### **Surrounding Built-Forms:**

The highest built form is the 10-storied building block of Apex Adelchy Industry on the northern side. On the south, east and west, quite far from the site located low height tin shaded residential buildings of the villagers.

### **Existing Structure:**

There is no existing structure on the site.

### **Visibility of site:**

The site is visible from normal eye level (about 5') from east side road extending from the residential villages. There are no other road coming from north south and west sides.

## **2.7 TRAFFIC FLOW**

Traffic or vehicular flow is considerably low in these roads, only the rickshaws are somewhat Frequent (20-30 nos/hr.) Rate of light fast moving vehicular flow is low (1-5 nos/hr) and heavy vehicular flow is considerably low, almost nil.

## **2.8 NOISE**

Noise level is low here due to the following factors.,

- Less traffic flow on the road.
- Situated at a considerable distance from the main town center.
- The site is located almost in a residential area.



2.9 ECONOMIC-LAND VALUE

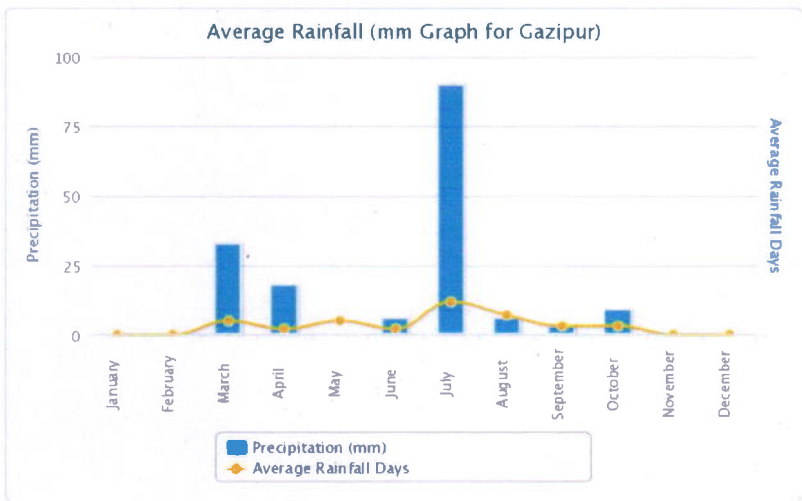
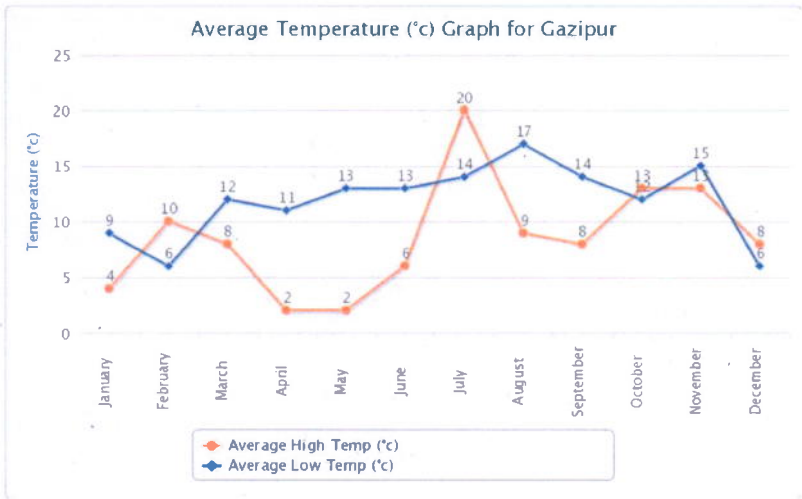
As the site is situated in the residential zone and away from the main city town, the land value of the site is low, which is about 1 lakh taka per katha.

2.10 MICRO CLIMATE

☐ gazipur town is situated at 24’0N latitude and 90 25 longitude.

☐ The site is situated at 24 5.5’N latitude and 25.5’ longitude.

☐ Above sea level -8.4m or 27’-6”





### **2.11 UTILITY AND SERVICES**

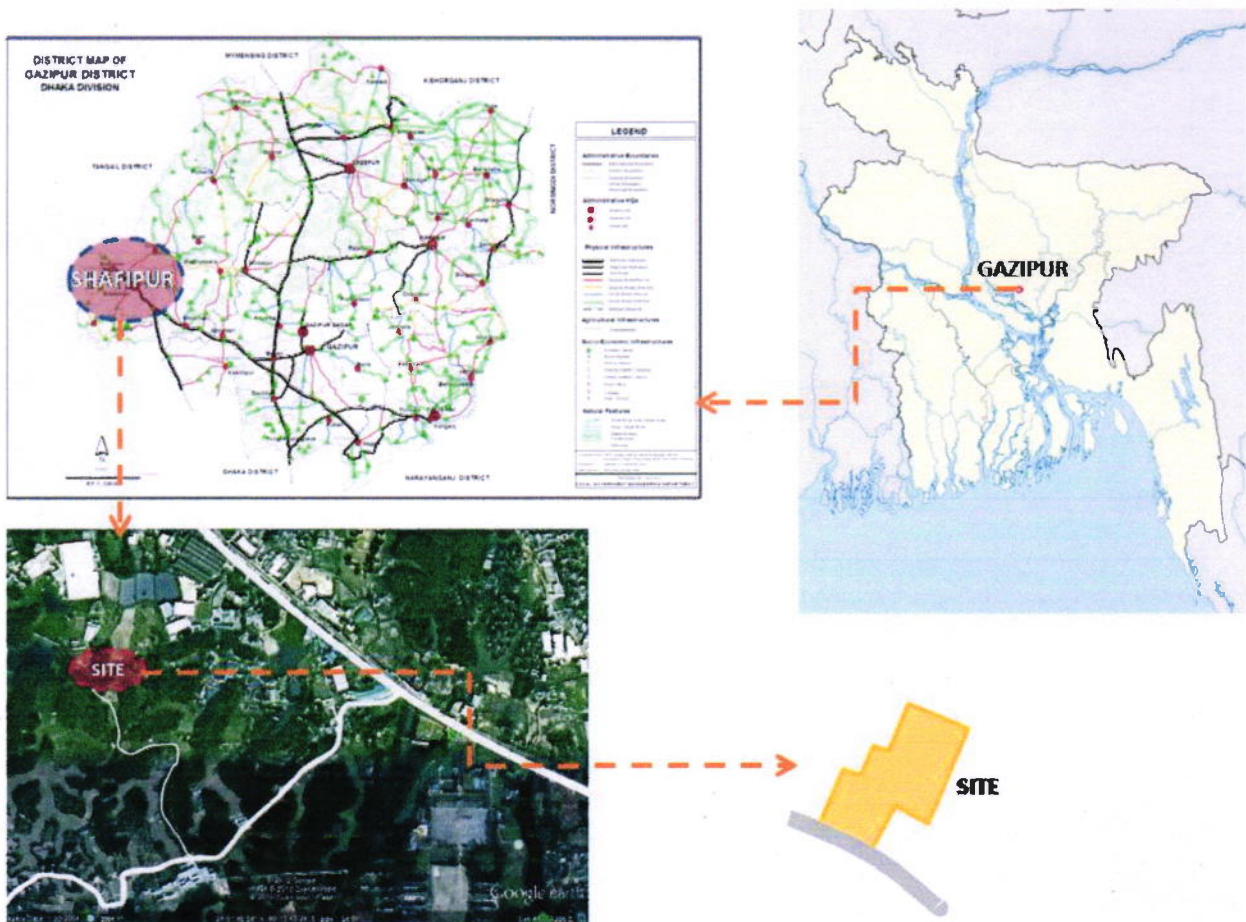
The common services such as, electricity, water supply, telephone lines etc are not yet available available in the site area. There is no gas supply in yet. But these facilities can be extended from the industrial zone behind the north side of the site.

### **3.12 FEASIBILITY OF THE SITE**

The proposed site is very much suitable for the rehabilitation center. The following are the reasons to be noted on favor of the proposal :

- The proposed site is located very far from the main city. As a result children in this center will have no chances of getting involved in illegal negative activities like thieving drug dealing and many more.
- The existing site is reasonably calm and quiet, and is a favorable environment for study.
- The site is located at the end of the villages, so that children from the village can also get admitted in the school of this center. So, the children of this center will get the chance to intimate them to the children from outside. Hence they will not feel that they are separated from the outer world.
- as there are lots of industries in the Shafipur zone, so that after getting vocational trainings the elder children can be sent to work as interns or other works.

### 2.13 ABOUT GAZIPUR SHAFIPUR



Gazipur District (dhaka division) with an area of 1741.53 km<sup>2</sup>, is bounded by Mymensingh and Kishoreganj districts on the north, Dhaka, Narayanganj and Narsingdi districts on the south, Narsingdi on the east, Dhaka and Tangail districts on the west. Annual average temperature maximum 36°C and minimum 12.7°C; annual rainfall 2376 mm. Main rivers: old Brahmaputra, Shitalakshya, Turag (sight of Bisho Istema, a Bengali-Islamic festival in January), Bangshi, Balu, Banar.

Gazipur district was established in 1984. It consists of 5 upazilas, 46 union parishads, 710 mouzas, 2 municipalities and 1163 villages. The upazilas are Gazipur sadar, Kaliakair, Kaliganj, Kapasia and Sreepur.

Gazipur District (Dhaka division) is surrounded by Mymensingh and Kishoreganj districts on the north, Dhaka, Narayanganj and Narsindi districts on the south, Narsingdi on the east, Dhaka and Tangail districts on the west.

Area: 1741.53 sq km

Population: 2026244; male 51.77%, female 48.23%; Muslim 91.9%, Hindu 7.5%, Christian 0.4%, Others 0.2%,; ethnic nationals: Rajbangshi (Koch), Garo, Mandi, etc.

GAZIPUR TOWN : It consists of 9 wards and 31 mahallas. The area of the town is 49.32 sq km. The town has a population of 123531; male 52.52%, female 47.48% density of population is 2505 per sq km.

Various establishments such as Bangladesh Rice Research Institute (BRRI), Bangladesh Agricultural Research Institute (BARI), CERDI, Seed Certifying Agency, Security Printing, Machine Tools Factory, Bangladesh Ordnance Factory, Diesel Plant, Bangladesh Institute of Technology (BIT), BRAC Dairy Farm, and Cremation Ghat etc are located here.

## CHAPTER 3

### LITERATURE REVIEW

#### 3.1 WHO ARE STREET CHILDREN

There are an estimated 100 million children living in the streets in the world today.

Children living on the streets are especially vulnerable to victimization, exploitation, and the abuse of their civil and economic rights.

International indifference to the problem has led to continual neglect and abuse of these children.

According to an Inter-NGO Program on street children and youth, a street child is “any girl or boy who has not reached adulthood, for whom the street (in the widest sense of the word, including unoccupied dwellings, wasteland, etc.) has become his or her habitual abode and/or source of livelihood, and who is inadequately protected, directed, and supervised by responsible adults.”

US AID has divided Street Children into Four Categories:

- A ‘Child of the Streets’: Children who have no home but the streets, and no family support. They move from place to place, living in shelters and abandoned buildings.
- A ‘Child on the street’: Children who visit their families regularly and might even return every night to sleep at home, but spends most days and some nights on the street because of poverty, overcrowding, sexual or physical abuse at home.
- Part of a Street Family: These children live on sidewalks or city squares with the rest of their families. They may be displaced due to poverty, wars, or natural disasters. The families often live a nomadic life, carrying their possessions with them. Children in this case often work on the streets with other members of their families.
- In Institutionalized Care: Children in this situation come from a situation of homelessness and are at risk of returning to a life on the street.

### 3.2 WHERE DO HOMELESS AND STREET CHILDREN LIVE AROUND THE WORLD

Homelessness is largely an urban phenomenon, yet children are homeless and living on the streets in every region of the world from developing countries to the most affluent countries. Latin America and India, for example, are known for their large populations of street children,[4] despite the significant efforts of some governments and non-governmental organizations. The AIDS epidemic and civil wars in Africa have caused a surge in the number of street children as a result of the abandonment of AIDS orphans or fatalities due to armed conflict. Failing economies and falling currencies in parts of Asia force the poorest families onto the street, often leaving children abandoned and homeless. Unstable political transitions, such as the end of Communism in Eastern Europe, caused unprecedented numbers of street children due to inadequate social security for the poor and those formerly State supported. Children often experience the effects of political, economic, and social crises within their countries more severely than adults, and many lack the adequate institutional support to address their special needs. Eventually, they end up on the streets.

Perspective: In 1996, the United States had 5.5 million children living in extreme poverty, approximately one million of whom were on the streets.[5] A study conducted by the Luxembourg Income Study shows poor children in the United States are poorer than children in most Western industrialized countries, since the United States has less generous social programs, the widest gap between rich and poor, and high numbers of poor immigrant and unwed teen mothers.[6] The poverty and social conditions many American children face lead to large numbers of homeless and street children.

### 3.3 WHAT IS A REHABILITATION CENTER

A place where -

To restore to good health or useful life, as through therapy and education.

To restore to good condition, operation, or capacity.

To reinstate the good name of.

To restore the former rank, privileges, or rights of.



### 3.4 ORGANIZATIONS WORKING ON REHABILITATING STREET CHILDREN

Many governments, nongovernmental organizations, and members of civil society around the world have increased their attention on homeless and street children as the number of this disenfranchised population continues to grow dramatically. Nonetheless, more action is necessary. Most importantly, as a result of adverse economic conditions in many countries, an international plan to provide basic housing needs to be developed.

In 1992, the United Nations issued a Resolution on the Plight of Street Children, expressing concern over the emergence and marginalization of street children, and the acts of violence against them. The Resolution called for international cooperation to address the needs of homeless children and for enforcement of international child rights laws. European nations that have taken effective steps toward combating homelessness include Belgium, Finland, the Netherlands, Portugal, and Spain. In many countries, governments have included a right to housing in the national constitution. The Finnish devised a plan in 1987 including house-building, social welfare, health care service, and a duty to provide a decent home for every homeless person. The number of homeless people in Finland was cut in half after 10 years. However, the major problem with State programs is that children often reject the alternative assistance offered by the State.

On a local and regional level, initiatives have been taken to assist street children, often through shelters. Many shelters have programs designed to provide safety, healthcare, counseling, education, vocational training, legal aid, and other social services. Some shelters also provide regular individual contact, offering much-needed love and care.

Many NGOs have been founded with mission to improve the plight of homeless adults and youth. Casa Alianza, active in Mexico and Central America; Child Hope UK working with local groups worldwide; Butterflies, based in New Delhi, India; and, Street Kids International, a Canadian-based organization, all focus specifically on street children. Prayas Juvenile Aid Centre (JAC) Society, based in Delhi, India, pioneered the first intensive study on Homeless children ever conducted; they have also set up numerous shelters providing basic security, food, and clothing for more than 50,000 homeless people in Greater Delhi.

(Beasley, Rob. "On the Streets," Amnesty Magazine. April 1999)

(Alston, Philip. "Hardship in the Midst of Plenty," The Progress of Nations, 1998), (<http://www.cyc-net.org/index.html>)

### 3.5 CASES ON REHABILITATIONCENTER

#### 3.5.1 WEMA CENTER

##### Background

The Wema center is a nongovernmental organization (NGO) founded in 1993 in response to the plight of young street girls. The first project was a home for street girls based in Likoni in a three bed room house which was re located in Bamburi in 1997. The center currently runs various street childrens and vulnerable orphan's rehabilitation project in Mombasa and Thika. The Wema project focus mainly on *educational and skills training.*



Figure 9: Children at Wema ,photo-<http://watotowema.org/>

The Wema rehabilitation projects include Rescue/Drop in centers, Bamboori children's home, The Safina halfway house, Early childhood development and Vocational training and recreation programs.

##### Vision

Vision is to have street children and vulnerable orphans transformed to fulfilled and responsible person.

##### Mission

They are called to serve and transform street children and vulnerable orphans into fulfilled and responsible persons. This is done by providing rescue and relocation. Education and skills training, social integration and other necessary support such as food, clothing, shelter, health and medical care, parental guidance, counseling and recreation.

## Vocational Training

The vocational training program equips the youth with basic literacy and livelihood skills ranging from tailoring and dress making, cookery to computer skill. The program helps the youth who find themselves unable to join the mainstream education system due to age or other family difficulties and enable them to explore opportunities for employment or setting up their own small business.



Figure 10: Vocational training ,photo-<http://watotowema.org/> Figure 11: Vocational

## Wema outreach project (rescue/drop in centers)

Since 1994, wema has conducted weekly visits to the street of Mombasa and the slums to identify children in need of support. During such visits, they give food and clothes, counseling services and attend to the sick. they also conduct open forums where street children discuss issues of concern. The Wema drop in center for street children is part of the outreach work that helps us to reach the children we serve. It is a facility located in town (Mombasa and Thika) where children are encouraged to visit at their pleasure to hang out and access various essential services.





Figure 12: Food service ,photo-  
<http://watotowema.org/>



Figure 13: Food service ,photo-  
<http://watotowema.org/>



Figure 14: Food service ,photo-  
<http://watotowema.org/>

The outreach project aims to promote positive attitude and behavior change among the street children through counseling, relevant sensitization workshops, recreation, sports and music etc. it is very useful for data collection and information, public involvement, on the ground experience and contact with street children. Many children have been transformed into fulfilled and responsible children, dropping glue sniffing and other negative behavioral changes.

The intention includes rescue and relocation to children's homes for care and protection, family reunifications, school admission and sponsorship. We also provide food and clothes, counseling, showers and medical care, and social re-integration. They have two rescue/drop in centering Mombasa and Thika town each serving at least 70 children daily with 40 beds for temporary accommodation.

They also conduct community outreach activities in the Mwembelegeza area that surrounds Wema center Bamburi.

#### Thika rescue/drop in center

The Thika center also serve the community of Kiandutu slums, providing services such as feeding and schooling for the poor and most vulnerable children. A number of Thika boys and girls have joined the scouting movement which has proved to be powerful means of developing team-work and self esteem.

Girls rescued to through the Thika project are transferred to Wema Center Bamburi which specializes in the care and protection of vulnerable girls.



Figure 15 :Food service ,photo-<http://watotowema.org/>

The Bamburi home provides them with a safe family environment as well as access to education.

#### Safina Halfway House

The half way house is one of the most important projects at Wema center. The aim of the house is to provide gradual and plan exit for children attaining the age of 18 years or upon completion of formal studies.

The Halfway house accommodation coupled with work attachments or apprenticeships is deemed necessary for graduating children as it facilitates regular counseling and education as they prepare for life outside the center.



Figure 16: Elder girls at Safina house, photo-  
<http://watotowema.org/>

The main objective of the house is to provide a free, safe yet controlled environment for the young ladies as they relate more closely with the outside world in the final social integration process. In addition the halfway house gives more intensive personal counseling and support based on individual girls personal needs.

The Matron and other senior staff also offer assistance in employment and career guidance, mentoring as well as continued encouragement and family support for the graduates. Support and capacity building is also provided in areas such as life skills, personal financial planning and budgeting.

#### Health care

They cater for the medical needs of our children and youth through treatment of minor ailments at their first aid facilities or at a local government and approved private hospitals.

The departments also conduct annual camps with the help of both local and international doctors that benefitting its benefit both the children and needy members of the community particularly women.





Figure 17: Medical services ,photo-<http://watotowema.org/>

### Guidance and counseling

The Wema guidance and counseling program undertakes one on one and group counseling sessions, training workshops for peer educators, knowledge sharing in talk shows, retreats and holiday camps. Their main objective is to help the children and youth enhance their self-esteem, acquire the desired life skills and knowledge on how cope and resolve emotional problems, drug as addiction and peer pressure.



Figure 18: Group counselling ,photo-<http://watotowema.org/>

### HIV Prevention

Wema center responds to the needs and challenges of street children and vulnerable orphan's impact by HIV and AIDS through direct support and by strengthening community structures to reduce vulnerability and prevent the spread of the virus.

### Education

Wema center offers opportunities for formal and non-formal education both in-house and public schools and training institutions. We have assisted hundreds of children through school and tertiary levels of education.

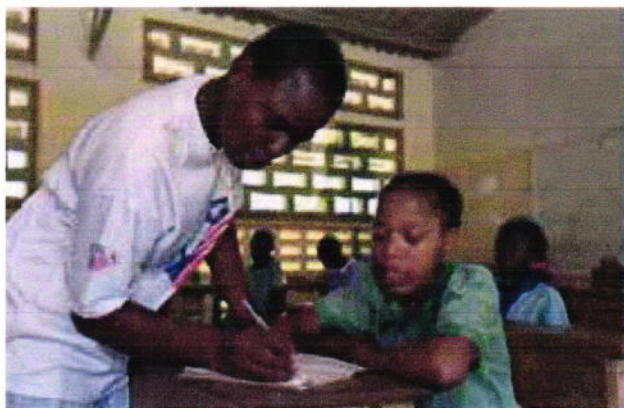


Figure 19: Teaching at Wema ,photo-  
<http://watotowema.org/>

Anti-social behavior lessens and continues participation in education increases as they stay in a controlled environment. Other factors that have a positive impact on the children's education includes guidance and counseling, parental love, protection and discipline and recreation.

#### Early childhood Development (ECD)

The ECD program has three levels and caters for the very young through pre-primary levels of education. The program also assists the older children who have had no previous education, to join public schools or the mainstream education system.



Figure 20: A child at Wema in Early age ,photo-<http://watotowema.org/>

The ECD program incorporates age appropriate guidance on HIV/AIDS prevention which is linked to the weekly group discussions.



## Bamburi Children's Home

The Bamburi children's home is located on the Bamburi –Utlang road. The home provides shelter for 110 former street girls with the help of house mothers. At the home we built relationships and a family by maintaining a friendly homely environment and activities that support friendship and personal growth. These include sports, music, and other recreation activities.



Figure 21: Residential facility ,photo-  
<http://watotowema.org/>



Figure 22: Residential facility ,photo-  
<http://watotowema.org/>

## The Feeding Program

We provide three meals in a day for all our children. We consider that good diet is everything to growing child and so we grow some of the vegetables and produce milk at our zero grazing dairy projects in order to support our food budget and ensure good nutrition for every child.



Figure 23: dining ,photo-<http://watotowema.org/>

### Recreation (music, acrobats, traditional dance)

Recreational activities are an integral part of our rehabilitation program. We ensure that all our children and youth access relevant age appropriate information on HIV/AIDS through music, special sporting events, video shows, theatre performance, VCT camps, and workshops for training and discussions.



Figure 24: recreational facility ,photo-  
<http://watotowema.org/>

All the Wema children are involved in the recreation activities which include music, acrobats, traditional dance, soccer and volley ball. The department does not only provide physical and social therapy, but it also identifies and develop creativity and character. We have a thriving music school teaching choral, keyboard guitar and drums.

These activities are often competitive at local and national level, which boosts the morale of the children, develops positive attitude and self-esteem and plays a major role in helping children achieve better grades at school.



### 3.5.2 Hamro Ghar

Hamro Ghar ('Our Home') was established in 2004 with the vision of creating an orphanage to fully rehabilitate homeless street children of Narayangarh (Chitwan, Nepal).

More than 5000 homeless children exist in Nepal, with about 150 in the city of Narayangarh. Though there are many orphanages in Nepal, they are almost entirely focused on orphans who do not come from the street.



Figure 25: At school, photo-<http://www.hamroghar.org.np/index.php>

Orphanages in Nepal almost never take in street children because the task of fully rehabilitating a homeless street child is extremely difficult, while some believe it is impossible. Seeing homeless children in the Narayangarh streets is common: they are filthy, shoe-less, and have adopted awful behaviors. They collect plastics, most engage in stealing, and many are used as part of drug trade and prostitution. A primary reason for sickness is having to sleep outside without blankets during cold season, while they are also bitten by dogs or beaten if they sleep outside of the wrong home or business. Some street children are true orphans; some live on the street because their parents don't want or can't afford them, while many choose the street over a poor home environment.

In 2004, the only aid that street children were receiving in Narayangarh was in the form of food as well as shelter at night. In 2004, substantial funds were offered to Hamro Ghar to manage this type of basic

support, but Hamro Ghar turned down the funds, unwilling to waver from its vision. Today in Narayangar, most or all of these food/shelter-style programs are shut down, with no rehabilitation having taken place



Figure 26: At the center,  
photo <http://www.hamroghar.org.np/index.php>



Figure 27: Taking bath,



Figure 28: Taking bath  
photo <http://www.hamroghar.org.np/index.php>



Figure 29: Hair done ,



In 2004, the Hamro Ghar team conducted a thorough six month project to reach deeper understanding of street children: the team went into city to speak with local adults while also building relationship with street children.

Following this research project, entirely funded by local individuals, Hamro Ghar officially opened when Suraj Kiran became the first street child to move into Hamro Ghar. More street children regularly moved into Hamro Ghar over the coming years, though most moved in during the first 6-18 months. After about 6 months of rehabilitation in Hamro Ghar, six of these children moved out to live with a parent or relative who was willing to take them back. Now, in 2009, the fourteen children, all of whom are boys and true orphans with no relatives willing to take them in, comprise the Hamro Ghar orphanage and have all adopted the same last name, 'Kiran'



Figure 30: the mother care taker

photo-<http://www.hamroghar.org.np/index.php>



Figure 31: children staying together,

Upon arrival to Hamro Ghar, street children first go through medical examinations, and then begin the highly attentive, loving, and very persistent Hamro Ghar rehabilitation program. One mother (primary caretaker/legal guardian) and one auntie (caretaker and cook) live at the orphanage with the children. Especially during the initial stages of rehabilitation, however, many other active members gave a lot of their time to support the lengthy and sometimes very difficult rehabilitation process.



Figure 32: Dining arrangement

Figure 33: Dining arrangement, phot-

<http://www.hamroghar.org.np/index.php>

The primary goals of the Hamro Ghar rehabilitation program are to: - provide attention, love, care, and build strong family bonds - provide a highly loving homely, family environment - foster moral and spiritual development to replace their street habits, behaviors and attitudes. - provide formal and vocational education - develop a confident and independent character - foster holistic development - promote Nepali cultural values - upon graduation from Hamro Ghar, provide full support to successfully integrate into society. Here is a list of some programs and activities that were involved in initial stages of rehabilitation and/or are a permanent part of the Hamro Ghar routine: -above all: attention, love, care, building the family bonds -home schooling during the 6 month rehabilitation period -after a more intensive 6 month rehabilitation period carried exclusively at the orphanage, the children begin to engage in activities outside of the orphanage, including beginning their formal public schooling - food: lunch and dinner plus breakfast and afternoon snack -twice daily hatha/physical yoga -twice daily meditation -twice daily prayer/song -singing, dancing -outdoor exercise(football, cricket, etc.) -chores to maintain upkeep of the orphanage(including cooking) -writing detailed journals about their lives on the street -skill, artistic development activities such as drawing, skits/acting, memory exercises, etc. -special

guest visits to provide educational material, skill training, inspiration, etc.



Figure 34: Studing ,photo <http://www.hamroghar.org.np/index.php> Figure 35:out door activity ,

The Hamro Ghar guestbook is filled with very positive comments about the organization and the children. Locals, fully knowing the typical character of street children, are consistently astonished with the complete transformation that has taken place in the children. Foreigners, many of whom at first don't understand the degree of deprivation that these children suffered while living on the street, are usually very impressed at how vibrant and well behaved the children are. Though of secondary importance to character development, performance in school does provide a quantifiable measurement of the degree to which these children has been transformed. Most of Hamro Ghar's children entered into public school classes where their classmates had already been attending school for 1-3 years. From 2005-2009, the collective performance of Hamro Ghar students against their classmates has improved each year. The most recent 2009 Hamro Ghar students attending school, ten finished in the top 10. of the remaining two children, one ranks in the top 20 of his class, while the other ranks in the middle of his class. Last year, two were ranked first in their class. This year, one ranks first and two rank second. In 2009, though Hamro Ghar has received kind donations from international sources, it still operates almost entirely on funding from local individuals. Hamro Ghar President Ram Hari Surestra has donated a piece of land near the current Hamro Ghar location (our current land is being rented). Once enough funds are raised (estimated by the end of 2009), construction will begin for a new Hamro Ghar orphanage.





Figure 36 : outdoor ,photo <http://www.hamroghar.org.np/index.php> Figure 37: out door acticity

All hamro Ghar residents will move into hamro Ghar II, and additional homeless street children will be added. Though dependent upon funding, the total number of orphans at Hamro Ghar II will likely be more than 35 boys and more than 15 girls. As was the case with Hamro Ghar I, the only criteria for selection of children for Hamro Ghar II will be: not more than eight years old, and homeless/street child with no relative/friend willing to bring the child into their home as he/she is now. And as was done in 2005-2006, after the initial 6-12 month rehabilitation, the Hamro Ghar team will attempt to locate a relative who is capable and willing to take back the rehabilitated child. In a country where street children are plentiful and full rehabilitation programs are nearly nonexistent, Hamro Ghar's proven ability to fully rehabilitate street children deserves utmost attention. The Hamro Ghar team is making an effort to reach more children with the expected construction of Hamro Ghar II.

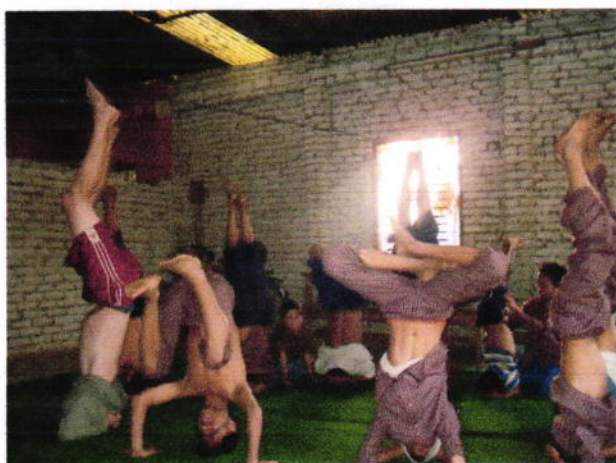


Figure 38: Yoga practice, photo <http://www.hamroghar.org.np/index.php> Figure 39: Yoga practice,

However, an orphanage of fifty children will only touch the lives of a very small percentage of the street children in Nepal. Potential donors have the opportunity to support the continuation and expansion of a fantastic organization in a country their expertise is in very high need. -written by David Velardo, April 2009. David Velardo, from Wilmington, MA, USA spent four months in Nepal at the beginning of 2009. Three of these months were spent living at the Hamro Ghar orphanage. He is the first international volunteer to have stayed at the orphanage and can wholeheartedly attest to the gentility and effectiveness of the founders and managers of Hamro Ghar, all who are local Nepali's.



Figure 40 : Playing with colour,  
photo <http://www.hamroghar.org.np/index.php>



Figure 41: Figure 9: Playing with colour,



### 3.5.3 KOPILA KUNJ

Kopila Kunj is a Residence Rehabilitation Center for former street children in Kathmandu Nepal. It's an extension project of the Drop in Center Kopila Ghar under CHILD Street to School.



Figure 42: Residence of Harmo ghar, photo-<http://www.child-nepal.com>

#### PROJECT DESCRIPTION

Kopila Kunj is a long- term rehabilitation center specifically operated for the street children, age 6-17. It is the rehabilitation and re- socialization phase of intervention. Street children are referred for the rehabilitation and are kept in the long term residential child care home. A street child will be transferred to Kopila Kunj from the Drop-in Center Kopila Ghar or from other governmental agencies with an aim to find a permanent long – term solution. During the course of the street child stay in the rehabilitation center, assessments such as psychological counseling, Non Formal Education and family assessment will be performed. The long – term planning of the child and admission to school can be done only after the family assessment is performed. If the family reunion is possible the child will be re-integrated in his family. In cases where the family re-union isn't possible Kopila Kunj offers a long term residential and schooling program.

#### MAIN OBJECTIVE

Increase more and more referrals of the street children to the rehabilitation centre from the Drop-in Center Kopila Ghar.

Conduct Family assessment

Conduct Family re-integration and regularly monitor the process of re-integration

Conduct systematic initial NFE (Non Formal Education) assessment of the street children referred in the children home .

Admit children to school and regular monitor the child school performance.

Strengthen the day to day psychosocial and rehabilitative activities of the rehabilitation center for the children.

Ensure child participation through children regular meeting in order to review their daily timetable likes and dislikes, plan for outing, decision making process, policy implementation process, engaging them in cooking activities, cleaning and personal hygiene program etc.

Organize regular counseling program, therapeutic activities like art therapy, play therapy and music therapy.

Organize awareness based program in an effective manner.

Conduct regular exposure visits for the children in different places to ensure mental health evolution and amelioration of the children.



Figure 43: judo training, photo-<http://www.child-nepal.com>



Figure 44: at sschool, photo-<http://www.child-nepal.com>



Figure 45: Art therapy ,photo-<http://www.child-nepal.com> Figure 46: playing ,photo-<http://www.child-nepal.com>

## PSYCHOLOGICAL SUPPORT

### Art Therapy

Art therapy allows the children to express their troubled feelings without words. Their drawings will show us their past life, their dreams and fears but also eventual signs of maltreatment and abuse.

### Play Therapy

Play therapy provides the children the way to express their experiences and feelings. The play therapy helps the child to overcome internal anxieties, aggressions and change disturbing behavior. The child plays freely while therapist observes, asks questions and makes suggestions.

### Music Therapy

Music affects children emotions. Music therapy helps the children to express their feelings , to release internal tensions, to open up and finally to relax. Music can also be helpful to increase academic skills of the children.

### Individual Psychotherapy

In case of psychological disorders our psychologist supports the child with an individual psychotherapy.

## **CHAPTER 4**

### **CONTEXTUAL ANALYSIS**

#### **4.1 STREET CHILDREN IN BANGLADESH CONTEXT**

There are approximately 400 thousand homeless children of whom as many as 150 thousand has no knowledge of their parents, few facilities existed for children whose parents were incarcerated (According to a 2002 report published by the government news agency Bangladesh Shongbad Shongstha). children are also often found working in a variety of potentially hazardous occupations and sectors, including bidi (hand rolled cigarette) factories, construction, leather tanneries, automobile repair, welding, rickshaw pulling, brick breaking, book binding, and the garment industries in urban areas many children work as domestic servants, porter, and street vendor, and are vulnerable to sexual abuse and commercial sexual exploitation. In addition many children are also reported to be involves with crime gangs engaged in arms and drugs trading and smuggling. Report from human rights monitors indicate that child abandonment, kidnapping and trafficking continued to be serious and wide spread problems.

These children dwelling on streets do not know who their parents are or lost their parents.

If these children do not get a chance to develop their talents we subject them to a cycle of poverty and low skill work. Our society and economy will not reap the full benefits of globalization if we do not give all our children an education. Thus it is in great importance to rehabilitate these children so that they get out of the cycle of poverty and make a better life for themselves.



#### 4.1 THE FORCES THAT DRIVE TO BECOME STREET CHILDREN

Among the places in Dhaka city places like Kamalapur railway station, Tejgaon railway station and Sadarghat Launch Terminal were found to have large hubs of street population with slum dwellings in close vicinity filled with sooty faces and battered souls. Most of the time, street children had no selections. They are abandoned, orphaned, or rejected by their parents. Secondly, they choose to live in the streets because of mistreatment or negligence of the general people and employers. Family breakdown, armed conflict, poverty, natural and man-made disasters, famine, physical and sexual abuse, exploitation by adults, dislocation through migration, urbanization and overcrowding, acculturation, disinheritance, being disowned. In Bangladesh, most of the village people are poor. They have lack of employment opportunities and land properties as well. Economic instability pushes them towards urban migration. Among those poor people, girls are the worst victim. They are pushed to urban migration with their children.

#### 4.2 PRESENT SCENARIO OF STREET CHILDREN

Many interviews conducted by some NGOs several stories were told by street children horrific stories from their past and present lives. Besides the unique stories there are some problems which almost every street children are facing. The majority of the street children told them how they are; feeling completely unprotected in the nighttime, detach from their families because of total lack of care and domestic physical abuse and poverty (lack of food, shelter etc.), being tortured and sexually abused by police, mastans (local people), drug addicts and alcoholics, being physically abused inside and outside of the family, having occupations which are disgraceful and hazardous (e.g. prostitute, garbage collector/seller, drug seller/carrier, beggar etc.), having an extremely insufficient income, having no dignity and constantly being disgraced by the society, having big problems when there is a natural disaster, in need of education, threatened by becoming victims of trafficking. In society these street childrens get deceived by the corrupted parties. Through research, it is observed that majority of the respondents (25.50 percent) are flower sellers. Furthermore, 18.80 percent are prostitutes, 6.25 percent are garments worker 15 percent are beggars, 12.50 percent are shopkeepers and 6.25 percent are paper hawkers. More than half (56.4%) didn't like or enjoy their current work. The rest (43.6%) however, did like or enjoy their present work. Those who enjoyed their work were asked to

State the reason for liking the work. Most of them gave the reason that they are able to earn money for food, followed by the reasons that they can help their family, some said it is fun working with friends. Similarly amongst those who didn't like their work the reasons cited were: do not like the works, work hazards make them sick , they have to face abuse, people shout at them.

#### **4.3 THEIR ESTIMATED WEEKLY EARNING**

Five of every ten street children have their daily income Tk. 101-299 whereas, only 6.25 percent of them earn less than Tk. 100. Furthermore, 43.75 percent of the them have their daily income Tk. 300 and above. About two-third (58.9%) reported to have earned between 200- 500 taka) during the week prior to the survey. However, a few earned as high as more than taka 1000. The average weekly earnings were estimated to be Taka 287.

#### **4.4 DURATION OF STREET BASED WORK**

The length of work of the street children varies widely from less than three months to more than five years . Two-third of the of them have been working more than one year, (26.7%) of them have been working between 2-5 years in the current job, and 21.2% Have been working between 1-2 years. The average duration comes at 28.3 months.



#### **4.5 SHORT TERM EFFECT OF RAHABILITATING STREET CHILDREN**

The main reason why there is a great necessity for opening up a Street children Rehabilitation Center Gazipur is because in general street children who have no shelter and because of this they are large victims of; sexual and mental abuse, torture, exploitation in disgraceful and dangerous work placements, severely unhygienic and unhealthy living conditions.. With the Rehabilitation Center the children will not only have a safe place to stay and sleep, a place to have regular meals, become educated, get vocational skills training to become self-reliant etc, but also will the center be a place for the children where they can feel important through care. Caring about street children is very important as the care they will receive will help them to improve their self- confidence and become strong and independent in the society. They will not feel inferior, they will start believing they are also part of society, if they get proper education and different categories of vocational trainings, this will increase their confidence to head forward for a far better living on their own. They can also be participators socially, politically and economically.

#### **4.6 LONG TERM EFFECT OF RAHABILITATING STREET CHILDREN**

By rehabilitating the children not only they will get a better future, this will increase the employment rate in industries and in other fields of work. Hence have a great contribution in the development sectors of Bangladesh. These rehabilitated children are the future of this country. On the other hand, by relocating them from places like Kamlapur railway station, Tejgaon railway station , Sadarghat Launch Terminal and from many other places, the dealers of negative activities will be in short of workers. So the rate of drug dealing can be reduced. Prostitution in this area can be diminished. Different types of health hazard taking place due to drugs and prostitution will be in control. Theft, mugging, drug peddling can be eliminated. This will create a feeling of safety for the people coming to these places. Overall, these places can be listed as a controlled and safe zone of Dhaka.

## **CHAPTER 5**

### **CASE STUDIES**

#### **5.1 INTRODUCTION OF CASE STUDIES**

The case studies for this particular project have been done on projects existing in the country and abroad. All the studies have been done keeping in mind the context of the site, the program requirements of “children’s villages” in general and to acquire basic knowledge about how child rehabilitations work both in the country and abroad. Case studies on the SOS children villages have been done, as the program requirement and space is very similar to that of a street children rehabilitation center. Only few functions are different. According to previous writings in Chapter 3 -4 : About street children rehabilitation centers, this center in Gazipur treats all the children specially and equally , recognizing the exceptional qualities of each of them and fulfilling all sorts of needs that may be required to help them grow into a independent human being.

The case studies have been done so as to compare the different aspects to be considered while going into the depths of designing. By studying different types of centers like orphanages it was possible to understand what the differences were and what the lacking. This was very important as street children rehabilitation center of this kind is very rich in its philosophical belief in comparison to other general orphanages and street children centers all over the country and abroad. A case study report of a SOS Children’s Village Anuradhapura, Srilanka, SOS Children’s Villlage, Bogra, Hermann Gmeiner School and SOS youth village, Mirpur brings meaning to the requirement list provided by the child rehabilitation center.

## 5.2 SOS CHILDREN VILLAGE, BOGRA

Architect : Late Architect Raziul Ahsan

The SOS Children's Village Bogra is situated about 225 km to the west of Dhaka and 8 km to the north of Bogra. Construction of the family houses and various ancillary buildings was completed by the beginning of 1995. SOS Children's Village Bogra consists of ten family houses, the village director's house, an aunts' (family helpers') house, a communal building and an administration and service area.



*Path towards the family hous, photo-sonali*



*Amphitheatre near school building, photo-sonali*



*Amphitheatre near school building, photo-sonali*

Apart from the SOS Hermann Gmeiner School, there is an SOS Social Centre, an SOS Kindergarten and a sports field. The SOS Hermann Gmeiner School consists of 7 classrooms for the primary school and 12 classrooms for the secondary school. It was opened in 1996 and has a capacity of up to 580 pupils. The SOS Social Centre includes a day-care centre, which is also open to the children of working mothers from the local community. In addition to that, it offers health counseling, training workshops and community support.

The residential buildings (family houses, director's residence, principal's residence) and the community centers are situated along the north-west side of the site with the schools (elementary and high school)



and the south-west boundary of the site. Near the entrance of the site is the guard house, the c.W.'s residence the elementary school and the community centre. These are arranged in a cluster so as to separate the family houses from the entrance and to bring in privacy. The clusters clearly show the separation between the administrative section and the residential section. The family houses, ten in number are arranged in cluster form in the south-western side of the site. Each of the houses accommodate ten children and a female attendant, who is given the post of the children's mother and rears them up in that way. The entrance to each of the family houses is towards a central courtyard around which they rise at different level differences. The pathway to these houses is flanked by steps. The pavement throughout the complex, as well all the buildings is done in red bricks with green corrugated sheets as the roofs. The red tint of the bricks brings out the warmth of the children living at the village and Bangladesh's climate. On the other hand the corrugated sheet on the roof makes the structures well-blended with the green of the landscape of the complex. All in all, at a glance the whole complex seems like a small village set amidst the landscape of Bogra just as its founder Hermann Gmeiner wanted.



*Back side Family house courtyard,photo-farmin*

Each of the family houses has a back terrace with its entrance towards the courtyard where children play during their free time. They are each arranged at different levels which bring out both visual fluidity in some places and privacy in some places.



*School corridors,photo-farmin*

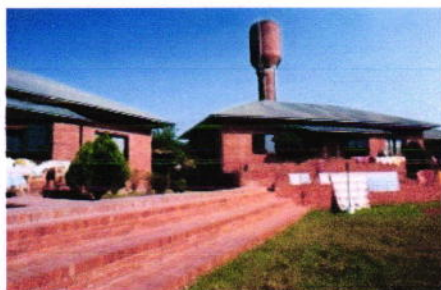


*Family house courtyard ,photo-farmin*

The houses are surrounded by lush grass and trees and plants on all sides. Elevation design of all the residences is the same. The elementary school and high school can be differentiated from each other

because of their long shaded corridors. The SOS complex is landmarked with water tank which is visible from far away while on the Bogra highway.

The family houses and all the other buildings are very simple in plan and outlook just like the orphaned children living there. Made of red brick with corrugated sheets as the roof the buildings, they bring out a very homely atmosphere for the children, where they would enjoy growing up.



The concept of the design of complex with the houses and the other respective buildings was that they would seem to rise out of the earth, giving the impression of a simple bhita bari to the person visiting. The houses have green tin rooves which go very well with the red brick , although it has a false concrete slab beneath when seen from the inside.

*Relationship of family house with court,photo-farmin*

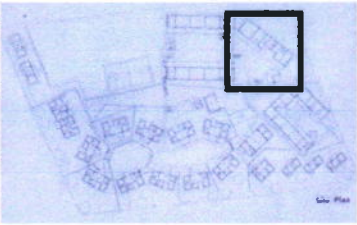
The elevation of the buildings and plan of the complex does not make it something extraordinary looking or high-tech in today's architecture of Bangladesh but as a whole, the complex stands out as a sensitive thought towards architecture, a maturity in design and most important of all – love towards the children of SOS, for whom the complex was being built-making a statement in the face of architecture in Bangladesh.



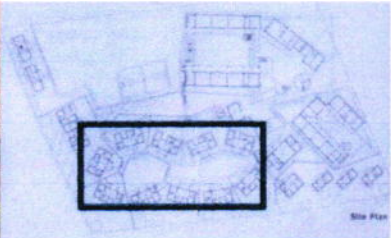
*Disability access Ramp in school section,photo-farmin*

Each and every elevation , each brick laid, each tree planted shows the love of the late architect towards the children of SOS , of whom he was very fond of , it shows the love of the late architect towards architecture, his duty towards his country and most tragically what we have lost from architecture by losing him.

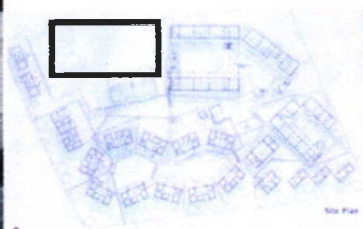




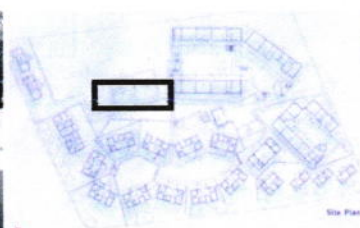
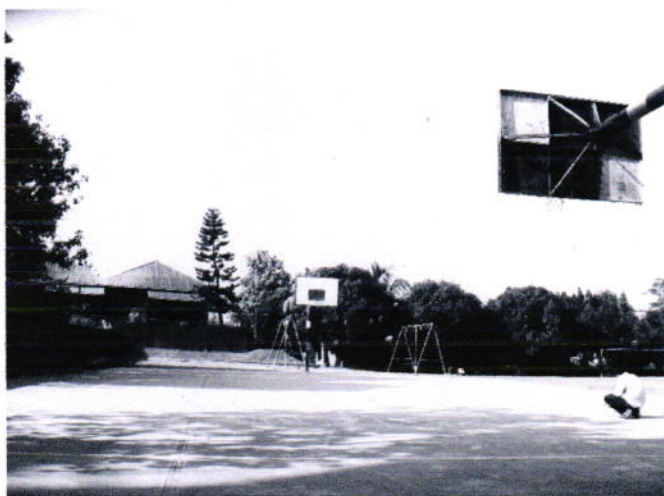
*The amphitheater beside school building,photo-farmin*



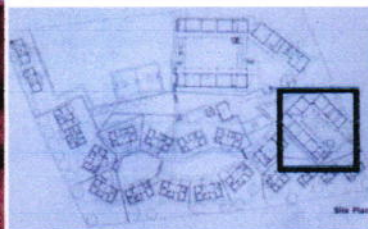
*The family houses surrounding the courtyard,photo-farmin*



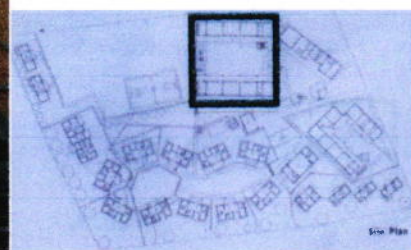
*The school play field,photo-farmin*



*The busket ball court,photo-farmin*

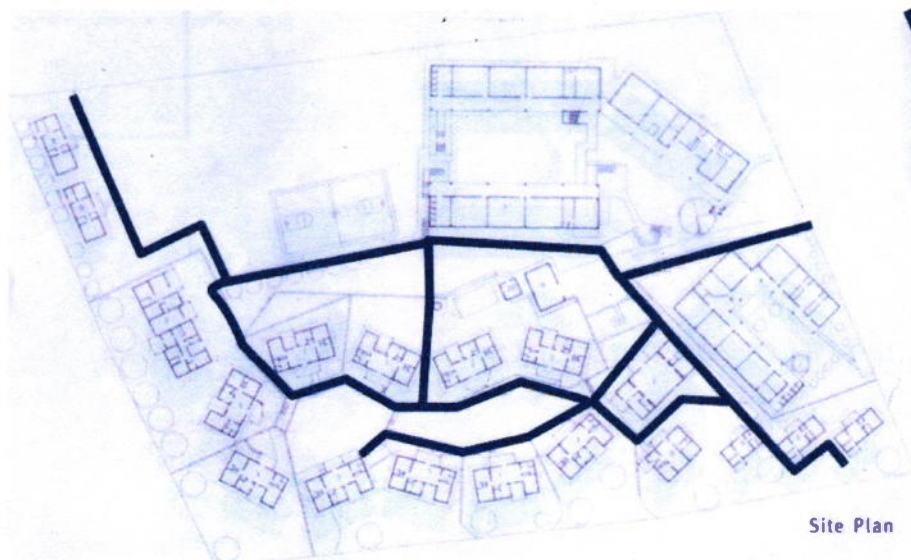


*The administrative zone,photo-rakibul*



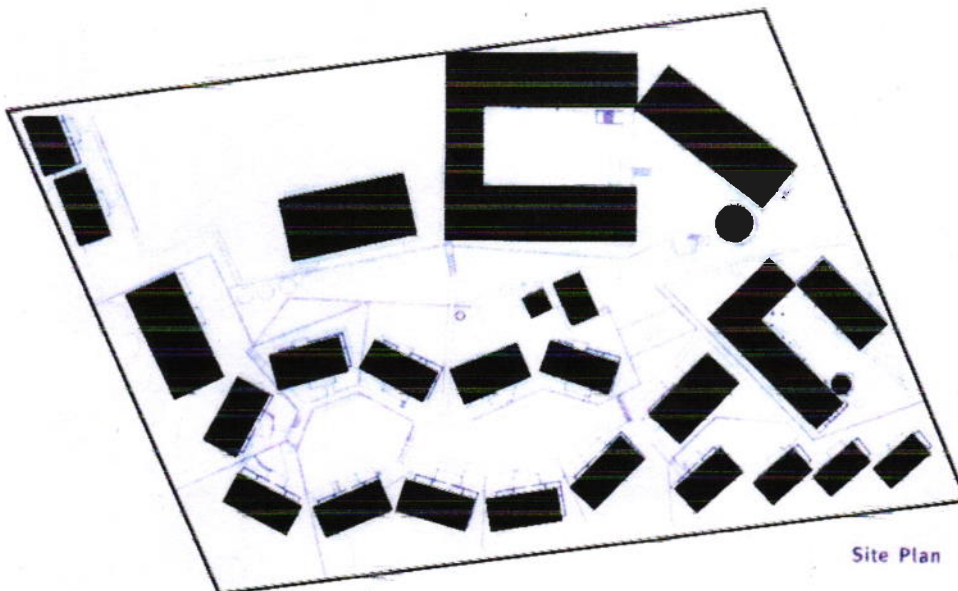
*The school building with disability access,photo-rakibul*





Site Plan

CIRCULATION

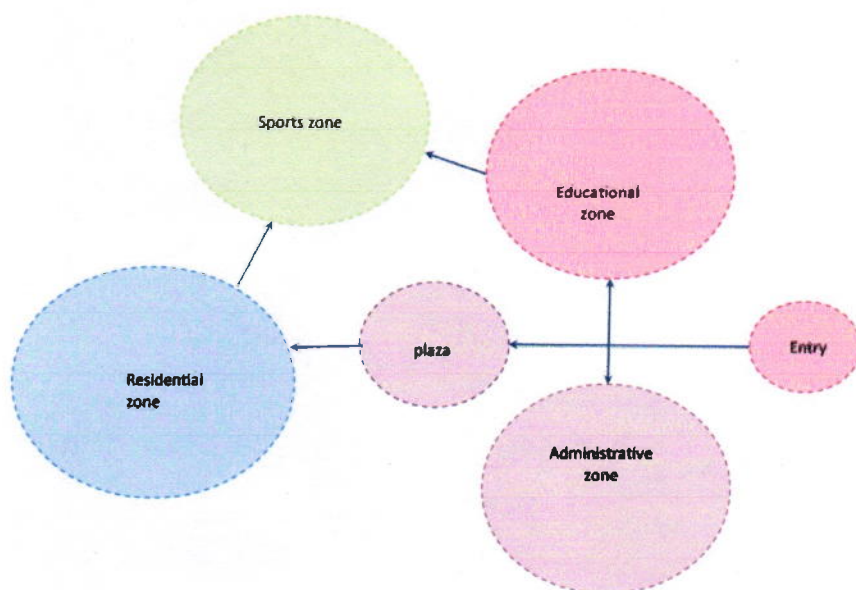


Site Plan

RATIO OF HARD AND SOFT SURFACE

From the circulation plan and the plan showing the ratio of built and unbuilt ratio, it is observed enough green spaces are even

## ZONING ANALYSIS



From the zoning analysis, it has been observed that the school section and administration are located near the entrance of the area, which can be said to be the public zone. The sports zone is located in such a way that it cannot be accessed directly from the main entrance. Its access is from the school zone and the residential zone. This sports zone can be said to be the semi-public zone. The residential area is completely isolated from the public zone, and is treated as a private zone with an internal courtyard.



### 5.2.2 SOS CHILDREN'S VILLAGE ANURADHAPURA, SRILANKA

Architect : Chelvadurai Anjalendran

SOS Children's Village Anuradhapura, which is a loving home to 140 children was dedicated to Sri Lankan children on January 27, 1997 by SOS Children's Villages President Helmut Kutin. An SOS Kindergarten, an SOS Hermann Gmeiner Social Centre, Youth Facility for boys and girls and Computer Training Centre are catering to the needs of children of the Village as well as the community in the vicinity. This SOS Children's Village, which is located at Dahaiyagama, approximately 2 km from Anuradhapura, consists of 14 family houses and the usual additional buildings. . The kindergarten has four group rooms, where up to 110 children both from the SOS Children's Village and from its neighborhood can be looked after.

There is also an SOS Youth Facility and an SOS Vocational Training Centre, which offers computer courses and technical training (motor mechanics and welding). Older boys from the SOS Children's Village normally move to the SOS Youth Facility when they start a vocational training course or go on to higher education in order to learn to shoulder responsibility and to start making their own decisions.



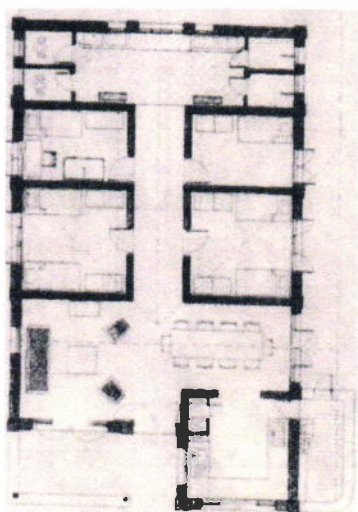
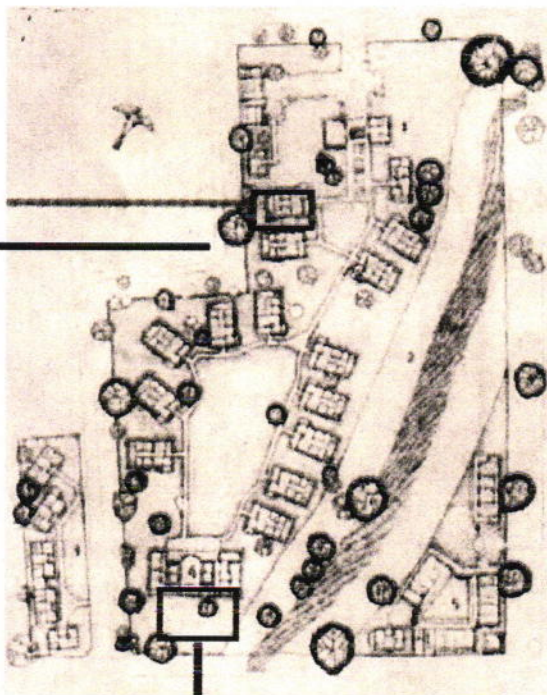
Sos play ground, photo- [www.sos-usa.org](http://www.sos-usa.org)



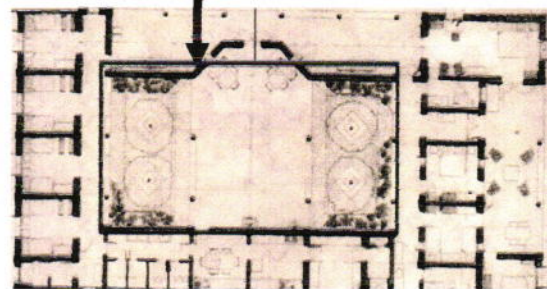
Vocational training, photo [www.sos-usa.org](http://www.sos-usa.org)



The mother house, photo-[www.sos-usa.org](http://www.sos-usa.org)



The mother house plan, photo [www.sos-usa.org](http://www.sos-usa.org)



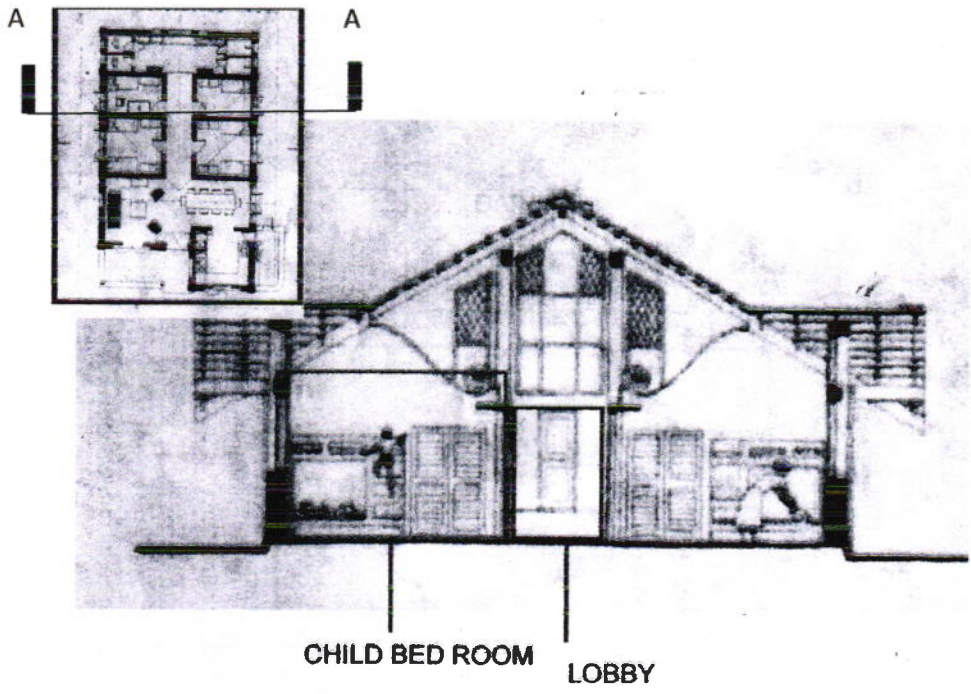
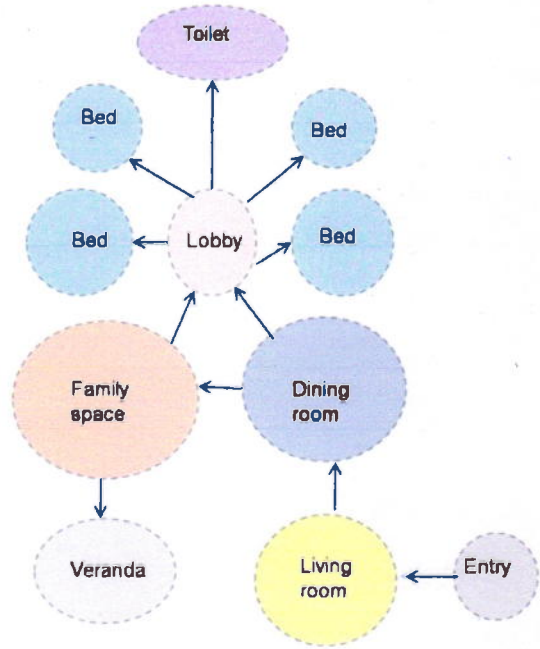
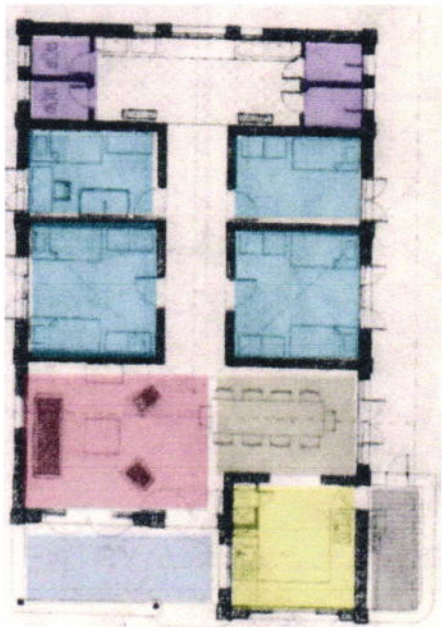
The community house

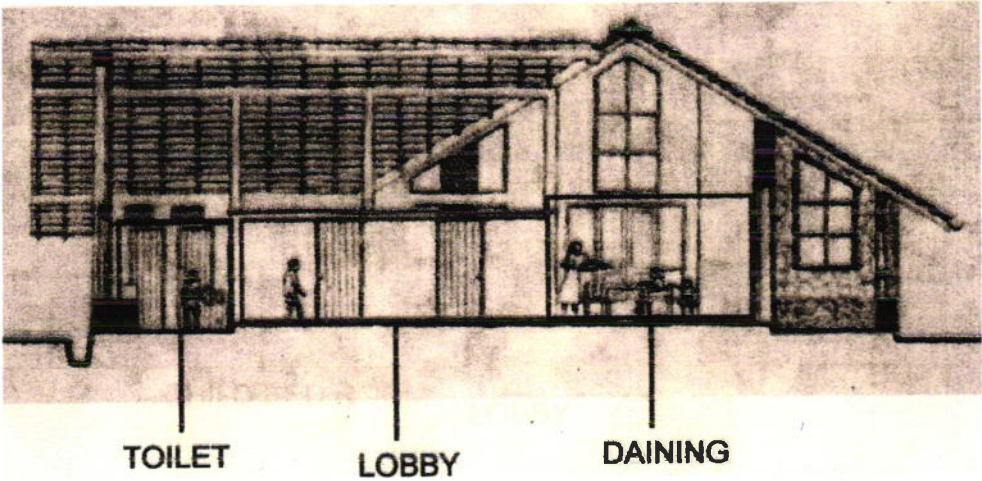


The community house photo-[www.sos-usa.org](http://www.sos-usa.org)



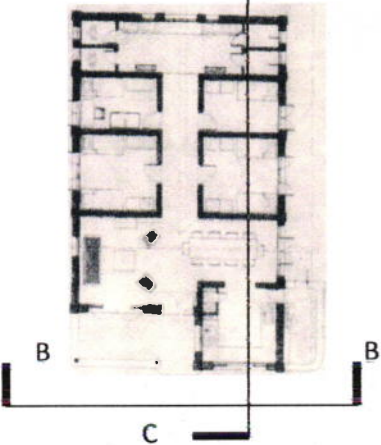
THE MOTHER HOUSE





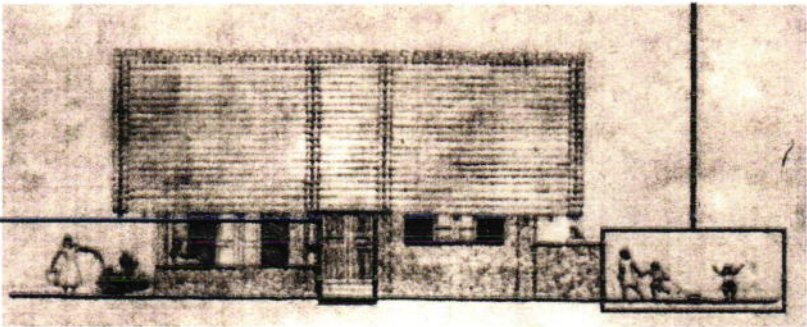
SECTION CC

C



CHILDREN PLAYING

MAIN ENTRY

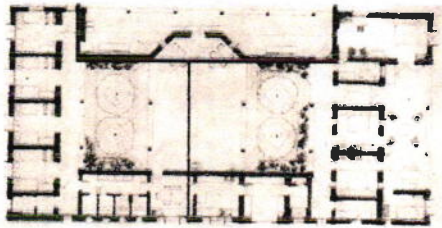
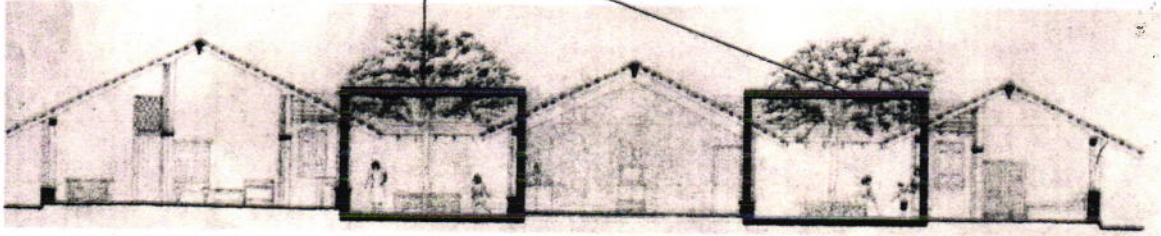


MOTHER HOUSE

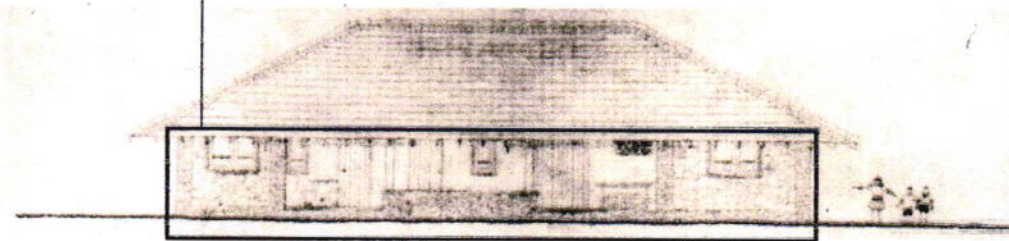
SECTION BB

THE COMMUNITY HOUSE

COMMUNITY SPACE



ENTRY





ENTRANCE BUILDING

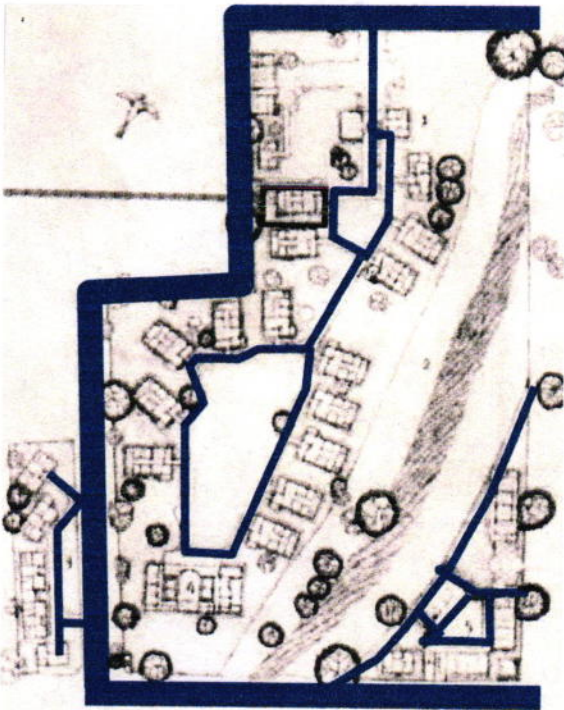
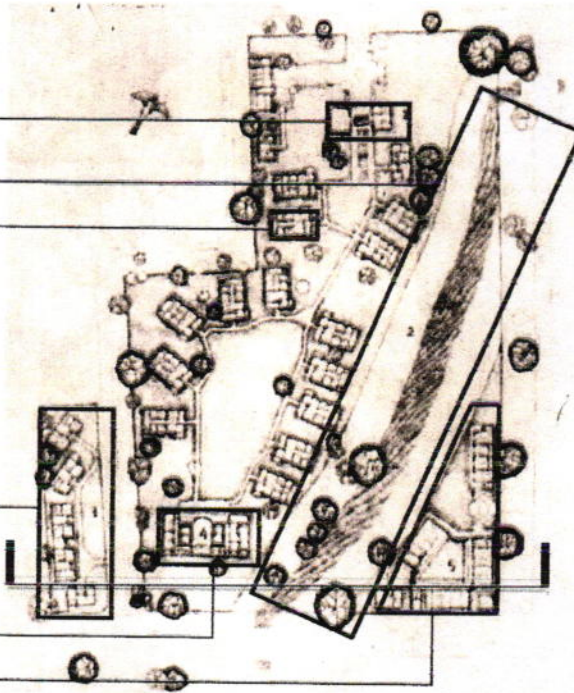
FLOOD STREAM RESERVATION

MOTHER HOUSE

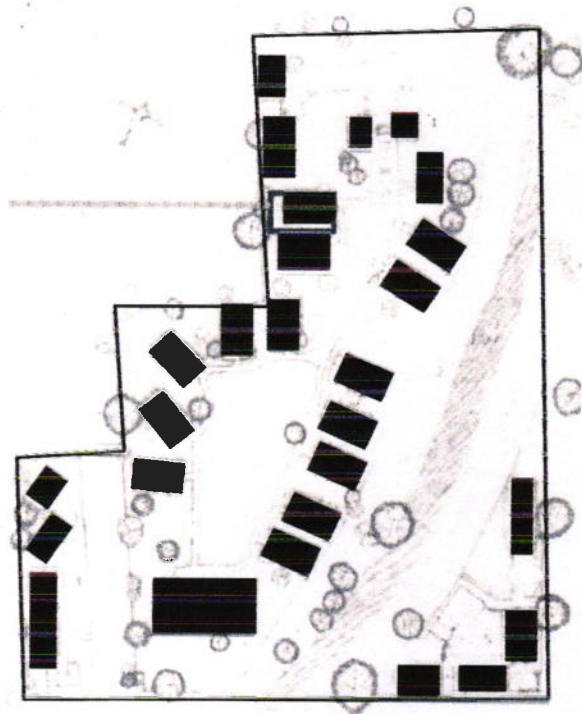
SOS BOY'S YOUTH FACILITY

COMMUNITY HOUSE

SOCIAL CENTER



CIRCULATION



RATIO OF HARD AND SOFT SURFACES

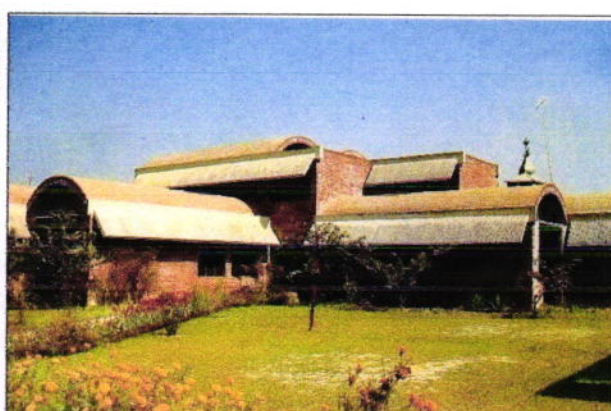
### 5.3.3 HERMANN GMEINER SCHOOL AND SSOS YOUTH VILLAGE

Architect : Late Architect Raziul Ahsan, Nahas Khalil

The fundamental programme of the SOS village is to provide home for orphan, where they are raised by a mother and live a normal family life. The the boys grow up they move to the youth village, while the girls however, remain in the children's village. The client wanted to have a youth village to house 120 youth and various other ancillary facilities, such as a common room and dining room, kitchen, director's residence and office. The brief asked for four residential buildings and married tutor in the other two.



Court yard in youth village,photo-sonali



Court yard in youth village,photo-sonali

On the 6868 sq m plot, 6 buildings are arranged around a rectangular courtyard. The director's office cum-residence was centrally located so that he could have visual control over the houses. A large open hall served as a dining area and a common room.

Brick vaults, 12" thick, were used, in two directions for the roof, and provide natural ventilation, better heat insulation and also give a comfortable visual scale, when used in conjunction with sloping, projecting eaves. The eaves also protect the brick walls on all sides from rain and sun, and are in harmony with the traditional architecture of the country. A plot of land beside the main road measuring approximately 8094 sq m and only a few plots away from the SOS youth village was procured for constructing the Hermann Gmeiner School, which has class from nursery up to college level. Other

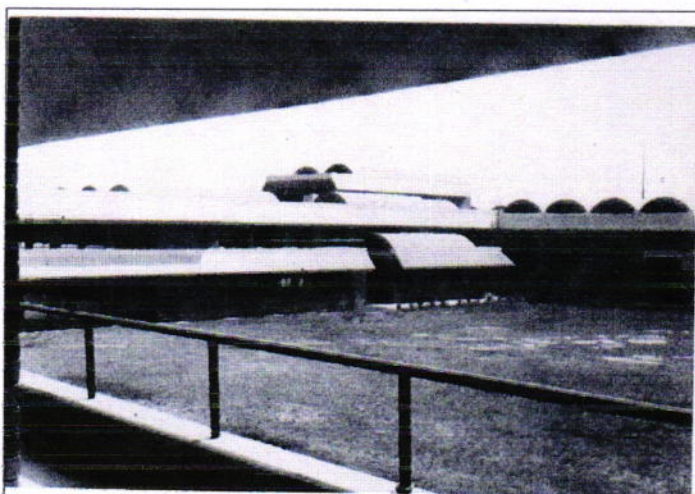


facilities included an administrative section, five laboratories, a library, gymnasium-cum-auditorium, a projection room, a basket ball court and a playfield.

Two blocks for junior and senior classes were placed on the northern and southern side of the plot separated by a play field. All other facilities were placed on the eastern block running north-south. The entire school is linked by a single loaded corridor which connects the class rooms and provides better light and air in the interior. Deep over-hangs and projecting eaves similar to SOS youth village run all around the building protecting the exposed brick work. Small courts provide ventilation and light and serve as play areas for the children. Open to sky terraces and wide corridors become play spaces during the recess hour. The wide corridor provides ample exhibition spaces. An elaborate children's play area with play equipment is provided adjacent to their class rooms.



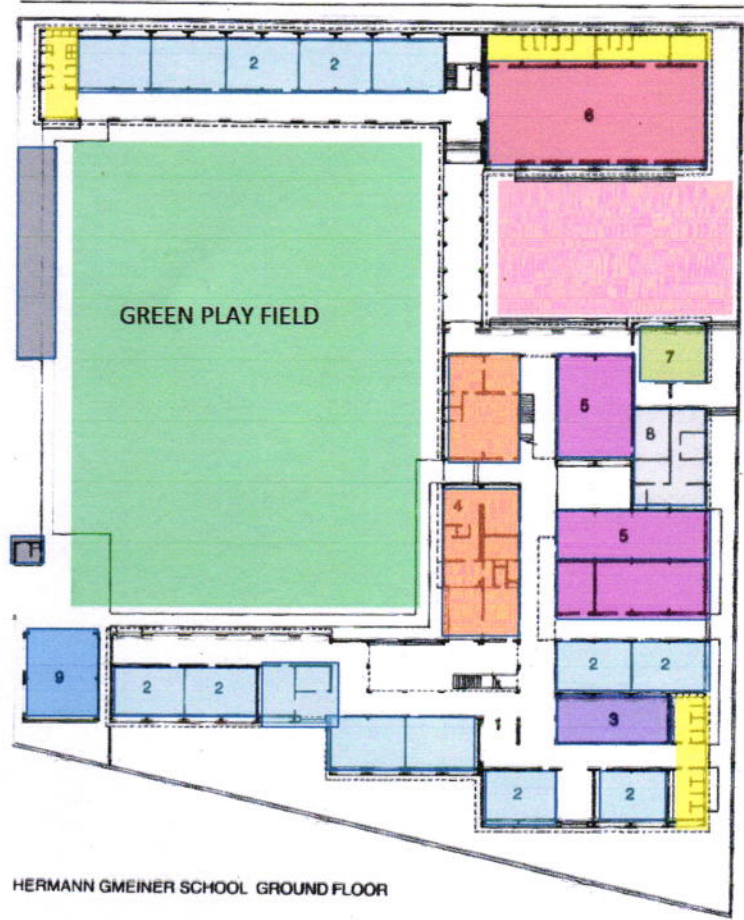
*Circulation area in school, photo-sonali*



*school building surrounding the play field, photo-sonali*

RC column and spread foundation was used for the extra depth below grade and composite brick and RC columns were used for load bearing. The structural system of the youth village consists of brick foundations, load bearing walls, vaulted roof and RC eaves. Exposed machine made bricks, virtually maintenance free, are used both inside and outside of building.

ZONING ANALYSIS OF THE SCHOOL SECTION



HERMANN GMEINER SCHOOL GROUND FLOOR

- Laboratories
- Class room
- Toilet
- Office and faculties
- Library
- Basket ball court
- Garage
- Storage
- Audio visual
- canteen





*School play field, photo- self*



*School play field, photo- self*



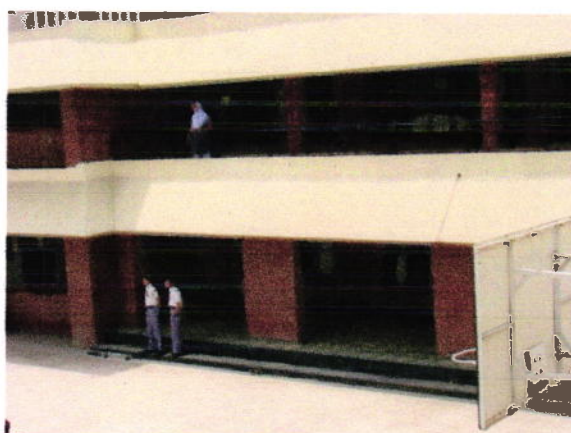
*Circulation area, photo- self*



*School corridor outside classrooms, photo- self*



*Basket ball court, photo- self*



*School corridor outside classrooms, photo- self*



*Seating facilities at the terrace, photo- self*



*Seating facilities at the terrace, photo- self*



*Visually permeable space , photo- self*



*Visually permeable space , photo- self*

The space has very breathing environment as the corridors are visually permeable to each other, which increases the interaction between the students. The interesting seating zone creates creates semi private like space which creates spaces for the students to study in group.





*Entrance of natural light in the internal corridors , photo- self*



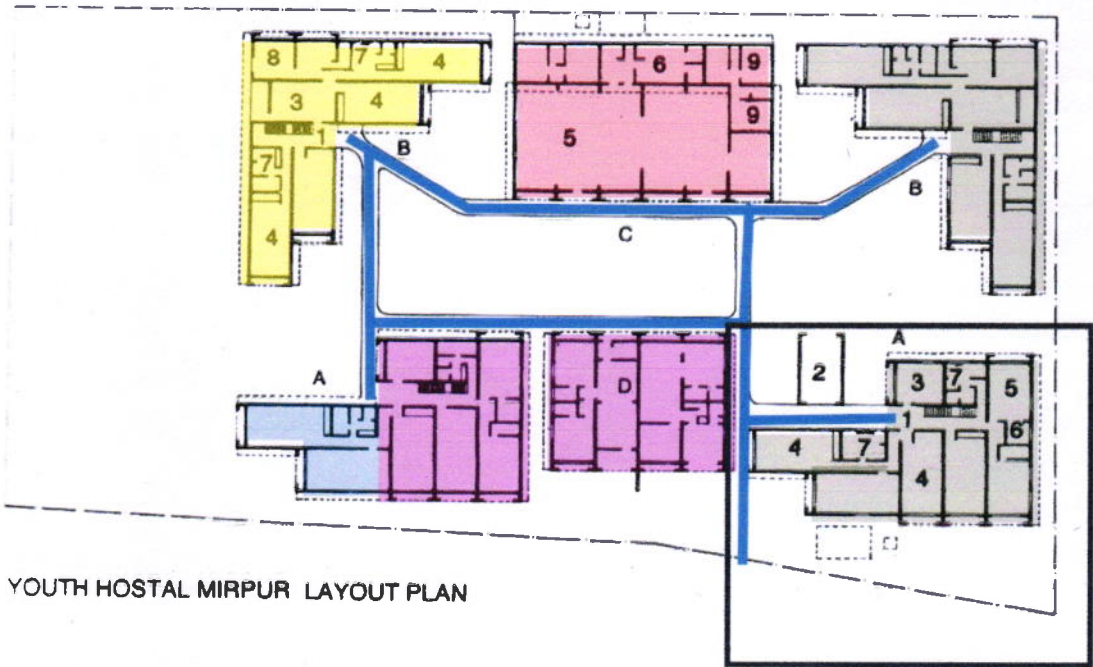
*the entrance of natural light creates heaven like place in library , photo- self*



*Backyard of junior section with soft surface play groun, photo-self*

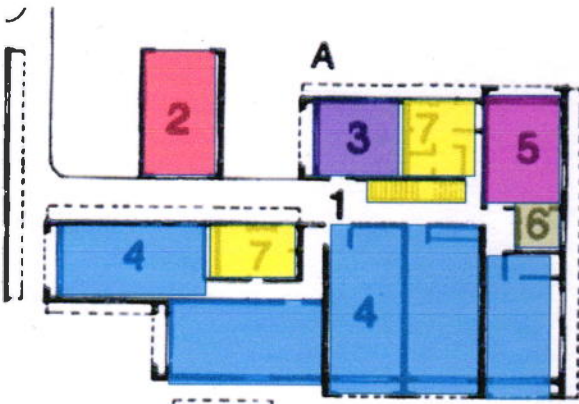


ZONING ANALYSIS OF THE YOUTH VILLAGE SECTION



YOUTH HOSTAL MIRPUR LAYOUT PLAN

- Office building
- Mother training center
- Boy's dormitory
- Automobile training
- Vocational training



- Office building
- Mother training center
- Boy's dormitory
- Automobile training
- Vocational training





*The entrance path way, photo-self*



*the mother training section, photo-self*



*The vocational training section, photo-self*



*the automobile training section, photo-self*



*The vocational training section, mechanical, photo-self*



*Tthe vocational training, electrical training section, photo-self*

## CHAPTER 6

### PROGRAMS ANALYSIS

	User/unit	Area in sq ft	No. of unit	Subtotal in sft Circulation 30%
<b>Administration Front Office</b>				
Security office	6	120	1	170
Visitor lounge	10	150	1	210
<b>Student services Department</b>				
Director	1	200	1	280
Assistant director	1	200	1	280
Record and transcript	1	200	1	280
Attached toilet	1	50	1	70
<b>Admission office</b>				
Admission officer	1	150	1	210
Admission center	2	150	1	210
				1710

<b>Director's accomodation</b>	User/unit 1	Area in sft 800	No. of uinit 1	Subtotal in sft 800 with 30% circulation
<b>Assistant director's accomodation</b>	1	800	1	800
<b>Staff accomodation</b>	24	150	24	3600
				5200

School section nursery				
Class area	15*2=30	1000	2	2000
Toilet		300	1	400
storage	3	50	3	200
kitchen	2	50	1	70
Teacher's room	1	200	1	250
Teacher's toilet male	1	40	1	50
Teacher's toilet female	1	40	1	50
				3020

	User/unit	Area in sft	No. of uinit	Subtotal in sft with 30% circulation
<b>Secondary school primary section</b>				
Classroom for I-V	30	700	5	4550
Washroom for student (male)	4	125	2	350
Washroom for student (female)	4	125	2	350
				5250

<b>Non-formal education section</b>				
Classroom for non- formal Education course	30	700	2	2000
<b>Teacher's room</b>				
Work station	12	300	1	420
locker	25	50	1	70
Head	1	150	1	210
Assistant head	1	100	1	210
Support stuff	2	50	1	70
Small meeting room	8	150	1	210
Washroom for teacher (male)	2	60	1	85
Washroom for teacher (male)	2	60	1	85
				1360



	User/unit	Area in sft	No. of unit	Subtotal in sft with 30% circulation
<b>Secondary school Middle section</b>				
Classroom for class VI-X	30	700	5	4550
Washroom for student (male)	4	125	2	350
Washroom for student (female)	4	125	2	350
<b>Library</b>				
Library for 1500 books	20	800	1	1040
Librarian's room	1	200	1	260
Storage	1	200	1	260
<b>Teacher's room</b>				
Work station	12	300	1	420
locker	25	50	1	70
Assistant head	1	100	1	140
Support stuff	2	50	1	70
Small meeting room	8	150	1	210
Washroom for teacher (male)	1	60	1	85
Washroom for teacher (male)	1	60	1	85
Lab facility		60	1	85
				7975

Educational zone = 17605 sq ft

<b>Medical center</b>				
Doctor's station	1	100	1	140
Check up room	1	150	1	210
Recovery room	4	200	1	280
Washroom (male)	1	30	1	42
Washroom (female)	1	30	1	42
Support stuff	4	100	1	140
Reception	2	100	1	150
<b>Counseling center</b>				
Counseling room	1	80	5	500
Group counseling	50	700	1	800
Play area	20	300	1	350
Art area	20	200	1	250
Yoga and meditation area	30	400	1	500
storage		50	2	150
Intensive care	1	120	5	700
kitchen	2	80	1	90
				4344

Medical and counseling center = 4344 sq ft

	User/unit	Area in sft	No. of unit	Subtotal in sft with 30% circulation
<b>Vocational training center</b>				
<b>Carpentry</b>				
Working area	30	300	2	800
store	1	250	1	250
Instructor room	2	200	1	280
<b>Mechanical automobile</b>				
Working area	30	1500	1	2000
store	1	250	1	250
Instructor room	2	200	1	280
<b>Electrical and electronics</b>				
15	30	200	2	500
store	1	100	1	100
Instructor room	2	200	1	280
Washroom for teacher (male)	2	60	1	85
Washroom for teacher (male)	2	60	1	85

<b>Sewing</b>				
Working area	30	200	1	300
store	1	100	1	100
Instructor room	2	200	1	280
<b>Handicraft</b>				
Working area	30	400	1	500
store	1	100	1	100
Instructor room	2	200	1	280
<b>Computer course</b>				
Working area	30	400	1	560
store				
Instructor room				
Washroom for teacher (male)	2	60	1	85
Washroom for teacher (male)	2	60	1	85
				7200



	User/unit	Area in sft	No. of uinit	Subtotal in sft with 30% circulation
<b>Residential zone</b>				
<b>Family house</b>			10	
Bed room	10	300	5	1500
Mother room	1	100	1	200
Aunt room	1	100	1	200
Living space	5	200	1	250
Dining space	7	200	1	250
kitchen	1	100	1	150
toilet	10	40	1	50
				2600

Total 10 house = 26000

<b>Boy's hostel</b>				
Bed room	50	200	25	5000
washroom		400	2	800
Dining for 50 students	50	800	1	850
kitchen	2	550	1	550
Common room	10	400	1	520
Teacher's accomodation	1	1000	1	140
staff	2	60	1	85
				7945

girl's hostel				
Girl's bed room	100	200	50	10000
washroom		400	4	1600
Dining for 50 students	100	1200	1	1200
kitchen	2	550	1	550
Common room	10	400	2	800
Teacher's accommodation	1	1000	1	140
staff	2	60	1	85
				14375

	User/unit	Area in sft	No. of unit	Subtotal in sft with 30% circulation
Multipurpose Hall	600	8000	1	10000
Cafeteria	200	2000	1	2000

In total =104380 sqft

## CHAPTER 7 : DESIGN PHASE

### 7.1 INTRODUCTION

This chapter informs about the different design phases of the whole project, starting from the conceptual stage to the selection of materials up to the different levels and lastly the final design output with the drawings and pictures of the three dimensional model.

### 7.2 PHASE 1: DESIGN CONCEPT AND STUDIES

In the first phase the concept which is to be the base of the project of the project has been developed.

Keeping in the mind for whom the project was being done and those who would be staying there, the concept were developed. The concept was that to give happiness to all the children living in the village as they were the ones who were important and to give them an opportunity to identify with the spaces. The one important aspect they lacked as human beings was the feeling of identity, the feeling of belongingness. So the target was to design such a complex where each and every space was unique like each of the children of the village and yet the whole complex would be of one specific character like all the destitute children.

#### CONCEPT

INTEGRATION OF SPIRITUALITY TOWARDS HOPE

STREET CHILDREN ARE DIFFERENT FROM THE OTHER CHILDREN, WHO ARE BROUGHT UP IN DOMESTIC CARE, PROVIDED WITH FACILITIES.

ACCORDING TO MANY STUDIES, STREET CHILDREN ARE VULNARABLE TO THE ENVIRONMENT THEY LIVE EVERYDAY.

MOST OF THE STREET CHILDREN ARE DEPRIVED AND ABUSED BY THEIR FAMILY MEMBERS, SO THEY LEAVE THEIR FAMILY

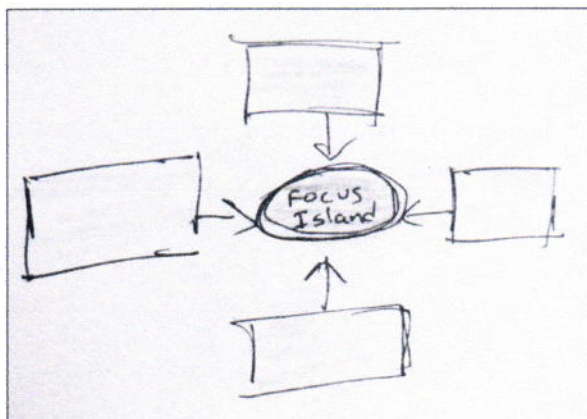
THIS RESULTS IN GRADUALLY STOP BELIEVING IN FAMILY BONDING.

THEY LIVE A MORE INDEPENDENT LIFE FROM THIS YOUNG AGE.

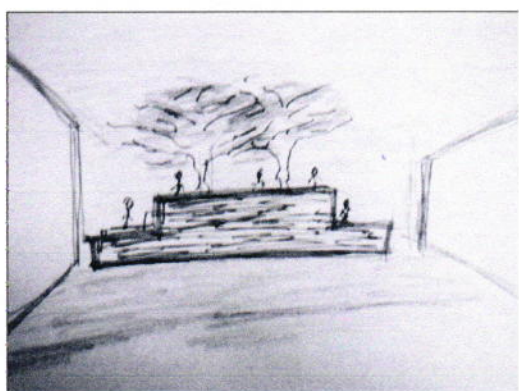
AS THESE CHILDREN ARE ABUSED BY THEIR SURROUNDINGS, THEY LOST THEIR SPIRITUALITY. THEY DO NOT WANT TO BELIEVE THAT THEY CAN ALSO BE A PART OF THE MAINSTRAM SOCIETY.

OBJECTIVE OF THIS PROJECT IS TO STORE THEIR SPIRITUALITY

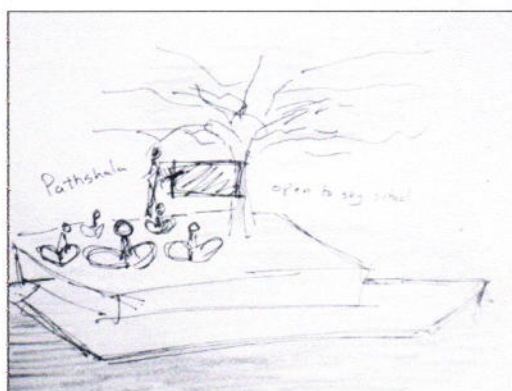
AND MAKE THEM BELIEVE IN FAMILY BONDING



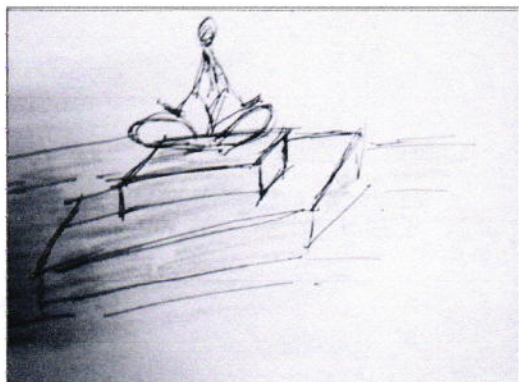
Functional zoning



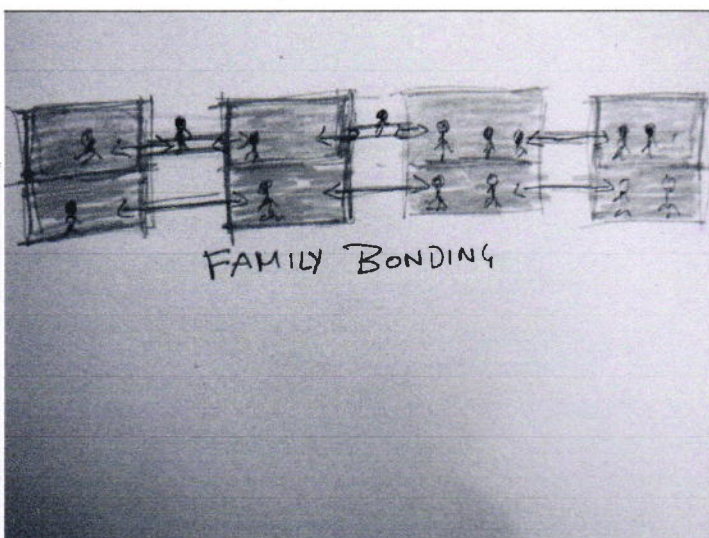
Open sky at the backdrop of island



Pathshala, open to sky school

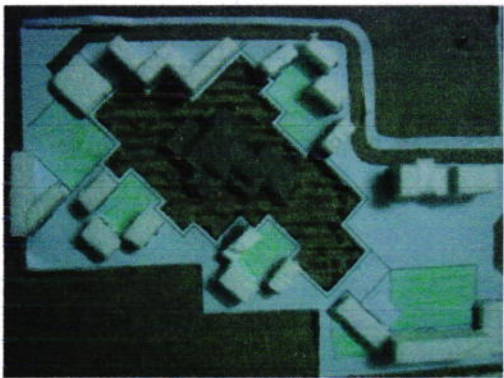
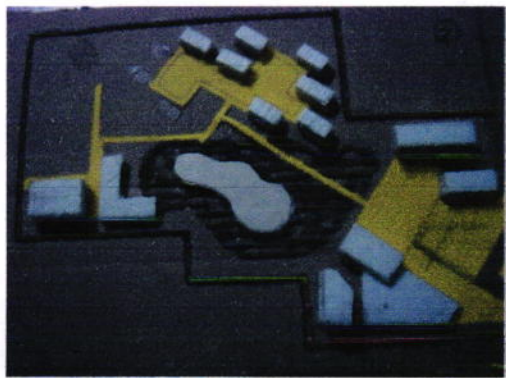


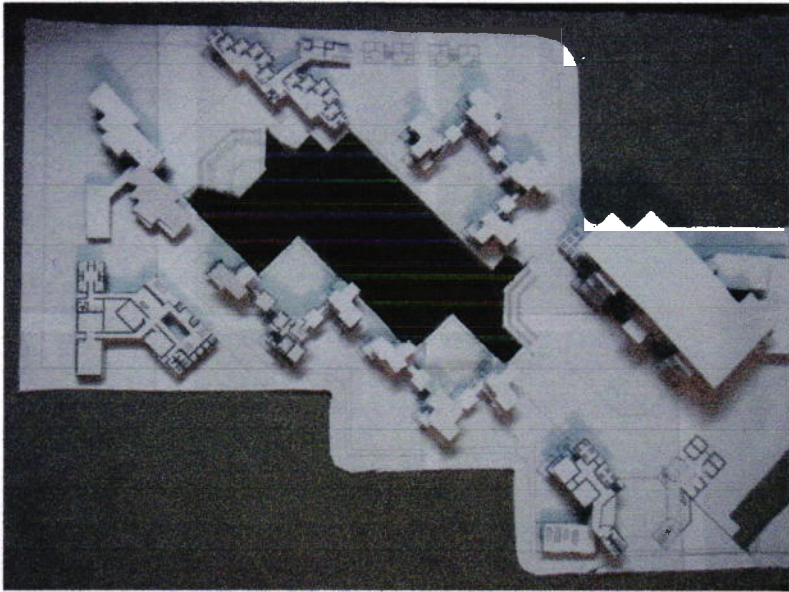
when we meditate we detach ourselves from surrounding chaos



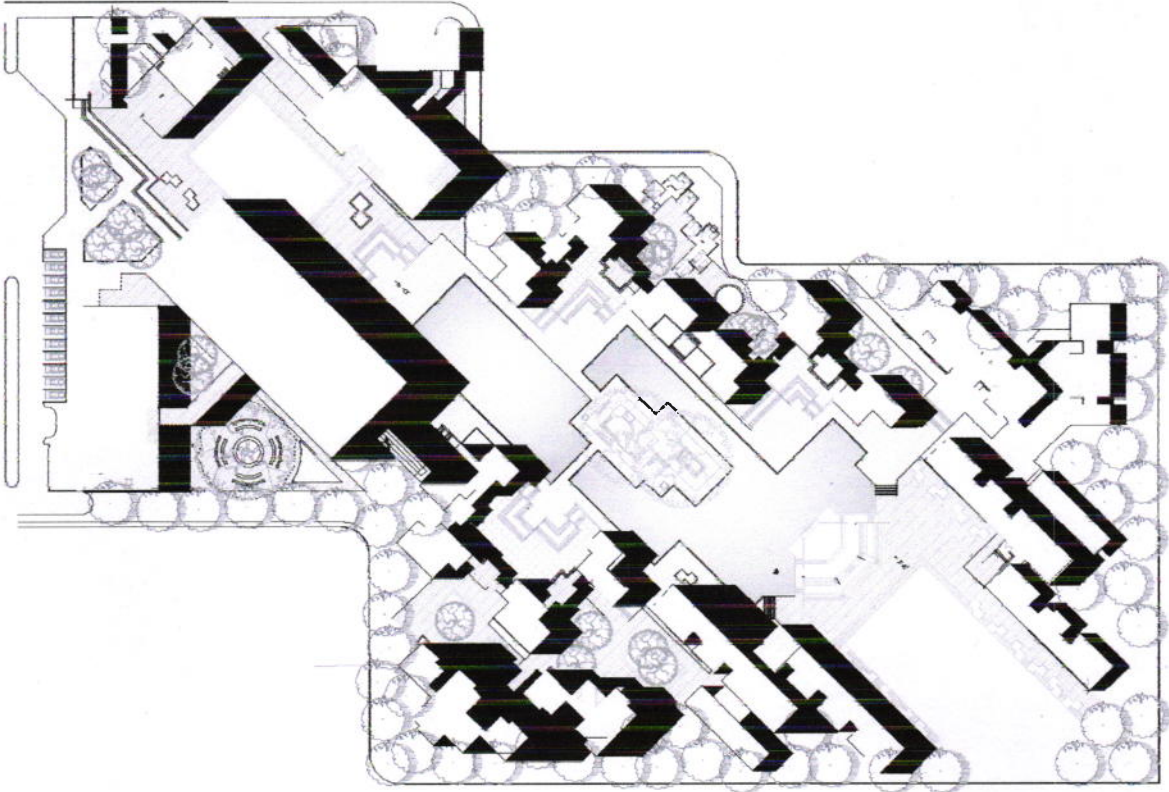


7.3 PHASE 2: DEVELOPMENT OF BUILT FORMS



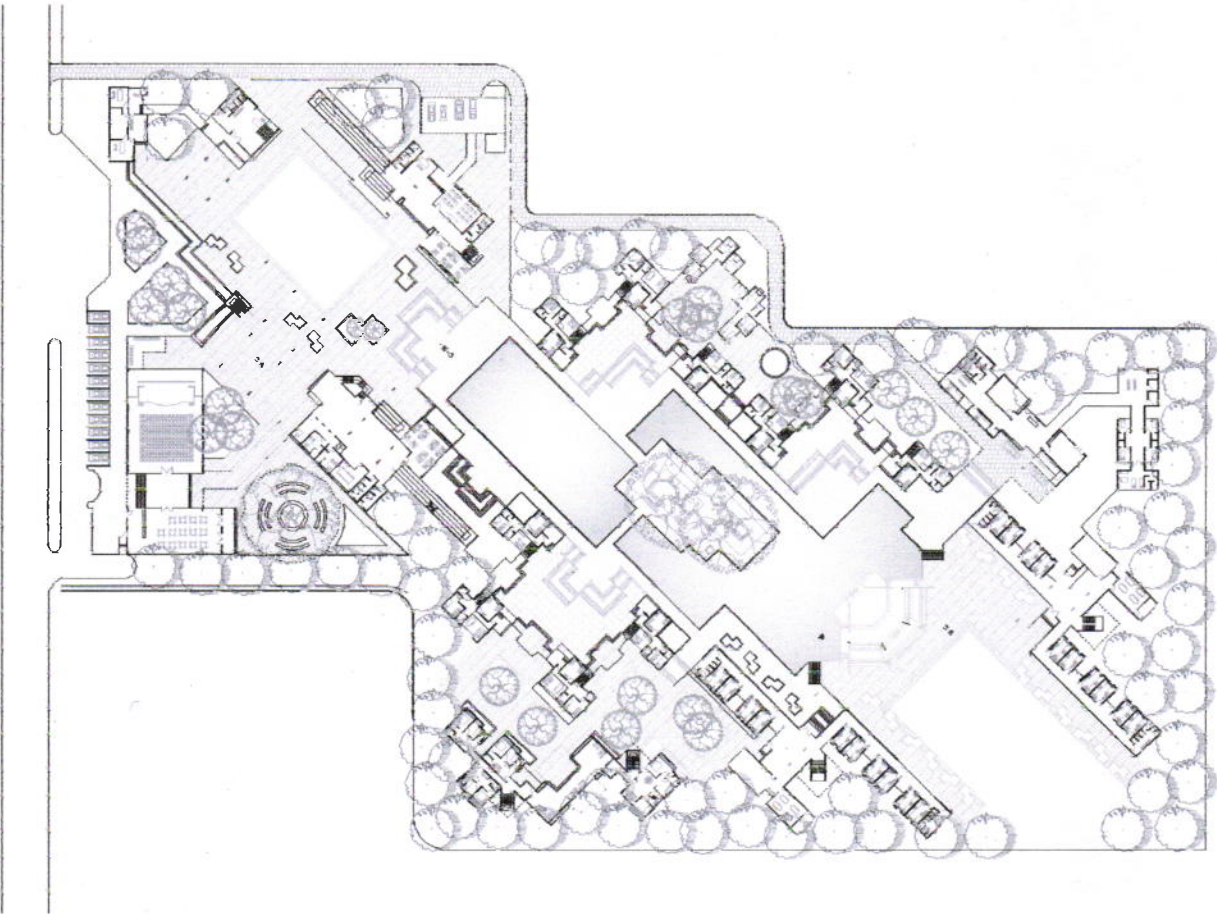


7.4 PHASE 3: FINAL DESIGN



SITE PLAN



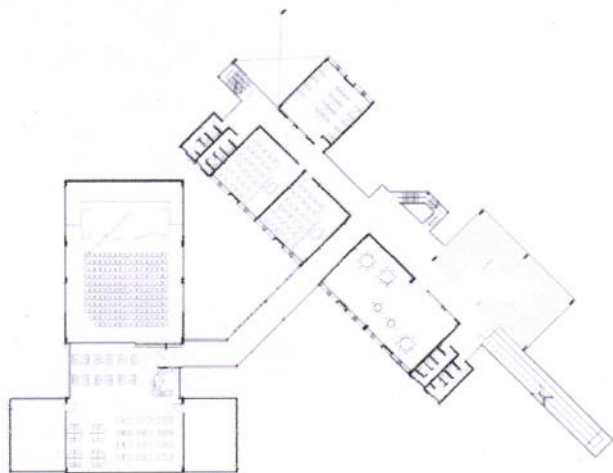


GROUND FLOOR PLAN

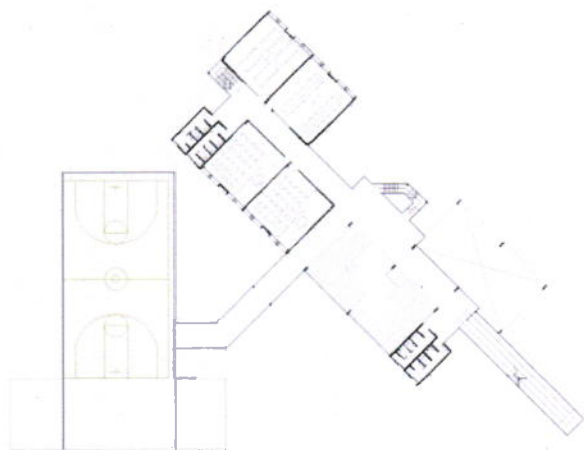




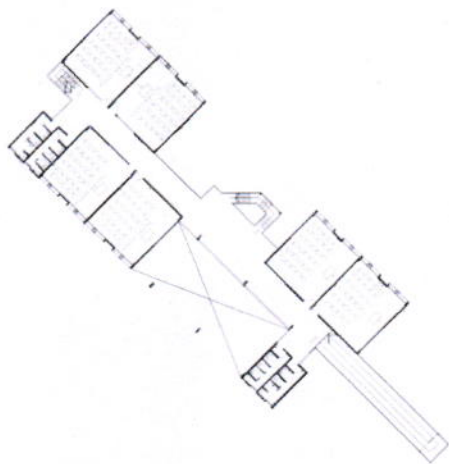
SCHOOL BLOCK



FIRST FLOOR PLAN

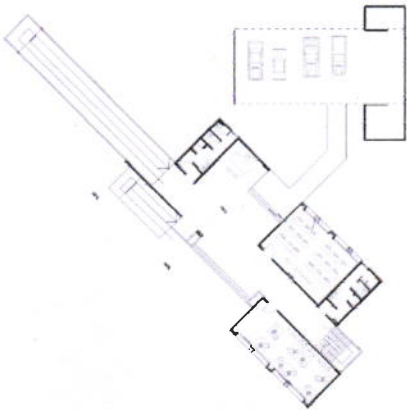


SECOND FLOOR PLAN

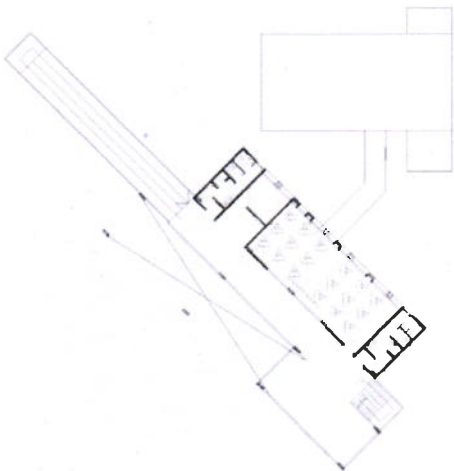


THIRD FLOOR PLAN

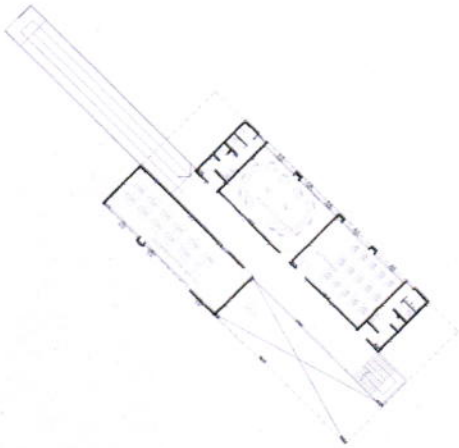
VOCATIONAL TRAINING CENTER BLOCK



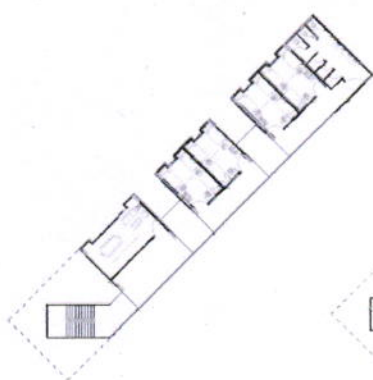
FIRST FLOOR PLAN



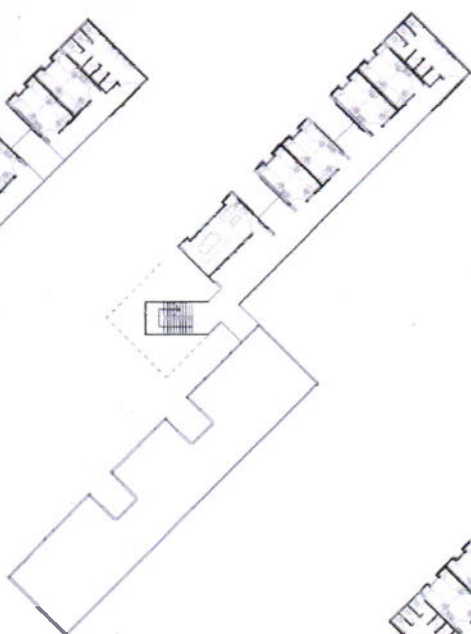
SECOND FLOOR PLAN



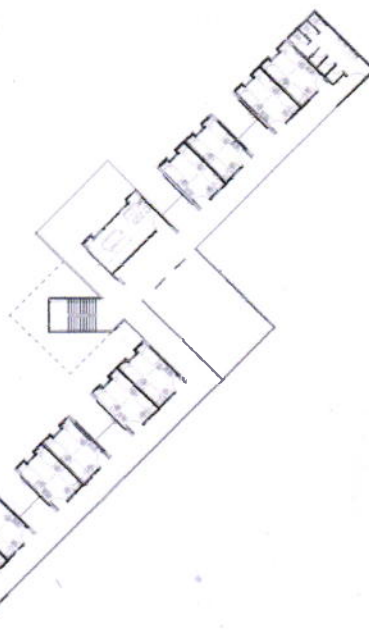
THIRD FLOOR PLAN

**DORMITORY BLOCK**

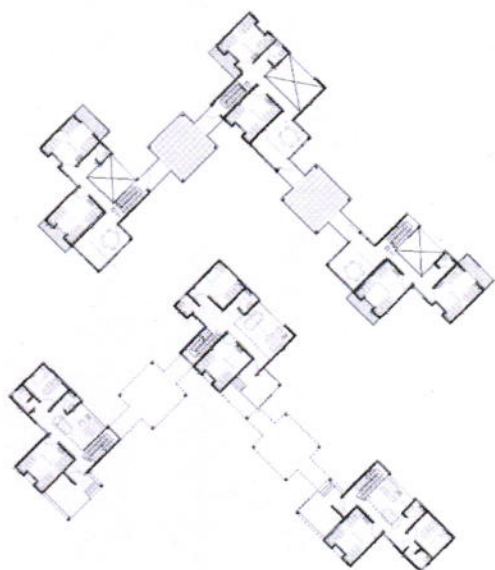
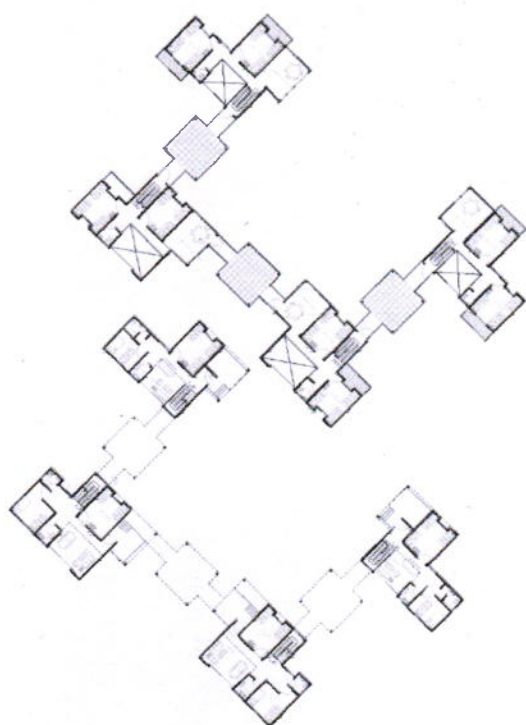
FIRST FLOOR PLAN



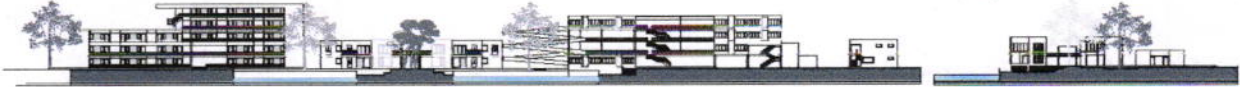
SECOND FLOOR PLAN



THIRD FLOOR PLAN

**MOTHER HOUSES****TYPE A****TYPE B**





SECTION AA

SECTION BB

## 3D VIEWS



